The Great New York State Fair
4-H Youth Building Exhibits

Guide for Horticulture Evaluators

4-H Takes You Places
Cornell Cooperative Extension
4-H Youth Development

7/19/10
## State Fair Contacts:

<table>
<thead>
<tr>
<th>Office</th>
<th>Contact Names</th>
<th>Call with questions about:</th>
</tr>
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State 4-H Program Specialist  
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Fax number: 607-255-0788 | • 4-H participation in the Youth Building at NYS Fair  
• Teen Leaders, Teen Assistants  
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### Phone Numbers in the Youth Building:
Dial: 1-800-475-3247  
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## Table of Contents

**Introduction** ............................................................................................................................................... 4

**Job Description** ........................................................................................................................................... 5

**The Process of Evaluation:** ........................................................................................................................ 6
  - Why evaluate 4-H projects at Fairs? ........................................................................................................... 6
  - What is the Danish System of Judging? ...................................................................................................... 7
  - When is a blue/red/white/green appropriate? .......................................................................................... 8
  - What if an item is out of my range of expertise? ......................................................................................... 9

**What should I expect from 4-Hers?** ............................................................................................................. 9
  - What kind of training have 4-Hers had? ........................................................................................................ 9
  - How did the item that I’m judging get selected for State Fair? ................................................................ 9
  - What if an item looks too easy for the 4-H’er that made it? Too hard? .................................................. 10
  - Conference vs. solitary judging .............................................................................................................. 10

**Exhibit Information & Procedure** .............................................................................................................. 11
  - Master Lists .................................................................................................................................. 11
  - Exhibitor Information Statement (EIS) ................................................................................................. 11
  - How do I use the EIS cards? .................................................................................................................. 12
  - What do I do when an EIS card is incomplete? ....................................................................................... 12

**Using forms and writing comments:** ......................................................................................................... 12
  - How should I use evaluation forms? ......................................................................................................... 12
  - How do I write comments? ....................................................................................................................... 13
  - Example comments ............................................................................................................................... 14
  - What if there is not an appropriate form ............................................................................................... 15

**4-H Teens at the Fair** ................................................................................................................................. 15
  - Teen Evaluators ................................................................................................................................. 15
  - Teen Assistants ................................................................................................................................... 16

**What to Expect at the Fair** .......................................................................................................................... 17
  - Parking & Passes ............................................................................................................................... 17
  - What to bring ...................................................................................................................................... 17

**Glossary** ....................................................................................................................................................... 17

**Orientation Agenda** .................................................................................................................................. 18
Introduction

Dear Horticulture Evaluators:

Thank you for agreeing to be an evaluator at this year’s State Fair! Enclosed in this guide is information designed to help you to feel comfortable and confident about evaluating. Given this, we would like for you to come to Fair having read these materials.

We are planning an Evaluator Orientation on the 1st Thursday of the fair at 7:30 am. We’ll meet outside the 4-H office, and then head to a county exhibit area to talk more through examples.

During orientation, we will review the information in this guide and answer your questions. As you know, our emphasis is on the learning that the youth experienced in the process of completing their projects; the commitment to project effort; and on learning from the evaluation process. We understand that it can be tricky to get useful evaluation comments across to youth without face-to-face evaluation, and we are trying to address that need. It’s also a challenge for you, when you have many exhibits to review.

As in the past, you will be working with Teen Evaluators. Helping these teens learn the evaluation process is an important component of the entire State Fair 4-H evaluating procedure. A copy of the Teen Evaluator’s Position Description is enclosed.

As always, we too continue to “learn by doing” and intend to improve this guide with experience. Knowing that, please feel free to share your thoughts on information that would be helpful for you to have prior to State Fair.

Again, thank you for helping 4-H members continue to “learn by doing”. And a special thank you to Celeste Carmichael for allowing us to duplicate significant portions of this evaluator handbook for horticulture.

Regards -

Claudia Hitt  
*Horticulture Superintendent*  
Marcia Eames-Sheavly  
*Cornell Garden-Based Learning Program Leader*
Job Description

Title: Horticulture Evaluator

Purpose of Position: A Horticulture Evaluator provides informed evaluation about horticulture exhibits to 4-H members through written comment and critique at the State Fair.

Responsibilities:
- Keep up to date on the content of and resources available for subject area.
- Encourage participation in the designated project category through written positive comment.
- Work with Teen Evaluators to collect items from county displays, evaluate items, write comments, hole-punch cards, follow up with county exhibit where more information is needed, and attach ribbons.

Expected Results: 4-H members will have greater insight into improving their project work because of expert advice. 4-H members will benefit from the reflective work that they have done in preparation for sending their work to State Fair, and will benefit from the recognition.

Training and Support:
- Introduction to the objectives and resources for evaluation through Evaluators Guide.
- Training session for Evaluators on day one of evaluation.
- Horticulture Superintendent, 4-H Educators, State 4-H Staff, and 4-H Teen Assistants will assist and provide guidance.

Reporting: Completed evaluation cards must be turned in to the Horticulture Teen Assistant. Lists for special recognition must be turned in to the Horticulture Superintendent and then the Teen Assistants for reporting to Celeste Carmichael for reporting purposes. Paperwork for payment must be turned in to the Horticulture Superintendent.

Time Commitment: Payment is offered per day. Hours per day cannot be specified, although they routinely run from 8 am – 3pm (could be longer depending on need). Due to the perishable nature of our exhibits, we complete all evaluation on the first day of each of three time periods.

Qualifications:
- Enjoys working with youth and has a sincere interest in their growth and development
- Effective communication, organization and interpersonal skills
- Advanced knowledge and skill in aspects of gardening/horticulture
- Willingness and availability to attend training programs
- Must use and understand the Danish System of judging
- Must be familiar with the criteria in the State Fair book
- Will use Cornell publications # 161L1014 – Vegetable Fare, as well as Other supports we suggest

Benefits:
- Enhance personal leadership skills
- Derive satisfaction from helping youth to reach their fullest potential
- Payment for each day of evaluation
The Process of Evaluation

WHY EVALUATE HORTICULTURE PROJECTS AT STATE FAIR?

The purpose of evaluating work completed in 4-H projects is threefold:

1) To provide youth with opportunities to learn and recognize standards for quality of garden-based products, such as produce they’ve grown, or work they have created in the diverse classes in horticulture.

2) To provide youth opportunities for reflection on what they have learned from project work.

3) To contribute to the growth and development of the 4-H member by assessing their accomplishments and awarding recognition for their achievements.

The 4-H Garden-Based Learning program creates opportunities for youth to develop skills, practical knowledge and wisdom through observing, doing, and living through experiences. The emphasis of our program is on practical application of knowledge or "learning by doing" to develop skills and acquire a sense of responsibility, initiative and self-worth.

Evaluation is a large and important part of our program. Evaluation is a part of our everyday life. Friends, teachers, parents, bosses, even strangers evaluate each of us constantly against social and academic standards. For 4-H members, formal evaluation is done by members, leaders, Extension Educators, and "judges" or evaluators.

Exhibiting at fairs has traditionally been a part of a 4-H'ers project learning process. “Judges,” or evaluators, play a key role in evaluating, educating, and encouraging as they gather information from and share information with 4-H youth through the judging process.

Evaluation and reflecting on what was learned through 4-H project work are necessary parts of the educational process. Youth need specific feedback on things that have been done well, and they need to know what can be improved. They need to understand the educational experience, and how they benefited from that experience.

Appropriate recognition can inspire young people to go further in their endeavors, and serves as an incentive to greater accomplishments. It helps youth evaluate life skills they are learning through 4-H, helps them set realistic goals, and recognizes them for achievement toward those goals.

*Even if exhibitor is doing something as seemingly basic as submitting one plate of cucumbers, every exhibit deserves the care and attention of the evaluator.*
The evaluation of a 4-H horticulture exhibit serves as a very useful and important educational tool. It helps youth measure their progress toward accomplishing individual goals and how they are meeting the accepted standards of excellence. Through evaluation, youth develop self-evaluation skills that will be used in their adult life.

Additionally, by evaluating exhibitors for not just their product, but by what they learned, youth are taught the process of reflection– an import asset to youth development.

It is a given that the process of evaluation is not always perfect. Questions will come up about unclear or perceived poor decisions – we recognize that. But the benefits of unbiased evaluation outweigh this risk.

Where there are questions, Educators are taught to present a positive attitude, seek assistance from the Section Superintendent or ask Evaluators for more information. It is much easier to resolve situations satisfactorily when the evaluator is still available.

**What is the Danish System of Judging?**

The Danish System is a method of evaluating entries or exhibits in a particular class or contest according to responses to the questions on the EIS cards, and, the exhibit quality relative to an ideal for the exhibitor’s grade level and experience. Awards are broken down into four categories: Excellent (blue), Good (red), Worthy/Fair (white) or No Award (no ribbon) for each entry. Constructive comments must be given.

Take into consideration the “process” of what a 4-H’er has learned through their project, not just the end product. Evaluators should closely note EIS statements; number of years the 4-H’er has been in the project and to evaluate accordingly. Perfection is not the goal of 4-H, youth development is. For example, a garden record book may receive a blue ribbon for an 8-year-old beginning gardener, while closer scrutiny may reveal that a 16-year-old, who has been gardening for years, should receive a red ribbon for lack of detail.

**Evaluation should:**

1) Help members gain greater appreciation of excellence and quality or workmanship or performance.
2) Educate the youngsters and help improve their skills and techniques.
3) Encourage youngsters to discover and develop their talents and potential.
4) Make members think critically and objectively about their work and themselves.
5) Help members know how well they did compared to an ideal. (Danish System)
6) Be a positive learning experience
7) Help members acquire a positive attitude toward themselves and a feeling of self-worth
When is a blue/red/white/no award/ appropriate?

The groupings are:

- **Excellent or Blue**: A blue is given to those entries or members who most nearly meet the standards established for the particular class or level of performance. Excellent does not indicate perfection, but indicates a high degree of achievement toward the elements in the standards for the exhibit.

- **Good or Red**: Red indicates those exhibits or individuals who rank good in relation to the particular standards or expected achievement of the class or contest. Either the general level of the accomplishment is less than excellent or enough specific shortcomings are found to cause the placing to drop from excellent to good.

- **Worthy/ Fair or White**: White describes those exhibits or contestants who upon evaluation are found lacking and rate only average, acceptable, or satisfactory rating for the standards established.

- **No Award or No Ribbon**: maybe given if exhibits or individuals who for one reason or another fail to produce that level of achievement which can be reasonably expected in relation to the specific class or performance in which they are entered. It indicates that in the judge's opinion the 4-H'er put little or no effort in the project.

### Advantages

Some advantages of the Danish system of judging are as follows:

- Standards of excellence can be more clearly established in the minds of the judges and of the 4-H’ers.
- Exhibits are evaluated individually and not ranked in comparison with each other.
- The Danish system tempers the emphasis on champions, as well as the emphasis on competing with peers.
- All 4-H’ers receive recognition for their exhibits.

### When the Danish system of Judging Is used, the following should be considered:

- The exhibit should be judged against the outlined 4-H project standards, not against other items or other youth.
- The exhibitor should not be placed against other exhibitors, e.g. youth are never compared to another youth. Evaluation looks at the skills and abilities, the age and experience of the individual in order to make decisions as to placement.
- Counties are encouraged to send their best exhibits. Therefore, regardless of class entry, the judge should not eliminate an entry; instead find the appropriate class to evaluate the exhibit. If an entry benefits from being in a different class judges will provide

### Disadvantages

Some disadvantages of the Danish system are:

- In order to have more consistency in evaluation judges must be educated to learn and use uniform standards.
What if an item is out of my range of expertise?

On any given day, there are a number of evaluators in each area. Please talk with your fellow evaluators or our horticulture superintendent to find someone with a level of confidence for the project that needs evaluated. If it seems that no one available has that knowledge, seek a staff member for assistance.

What Should I Expect from 4-Hers?

What kind of training have 4-Hers had?

It is varied. We would like to say that 4-Hers receive their primary training through project work that is curriculum based; however that is just not consistently the case. We can share that activities that qualify as “projects” are those that are 4-H curriculum based and have had at least 6 hours of instruction. Even if every exhibit that came to the fair met this qualification, there would still be many and varied levels of training as training validly comes in many forms:

- Learning from parents, family and friends
- County CCE project training (ex: 4-H garden-based learning projects that arise out of workshops)
- Instruction at a club meeting from leaders or members
- School garden projects
- Self taught
- Attending hands-on, lectures, visual means such as videos, television, technology – the internet, watching live demonstrations, by role-playing, learn from one-on-one time with evaluators, on educational tours, exhibits and tours.

How did the item that I’m judging get to State Fair?

Counties are asked to send the “best of their best” to State Fair. Every county decides on how to choose items for State Fair in a different way. Most are chosen at county fair by a combination of local evaluators and Educators. Depending on the county and the talents of leaders, teachers etc. the county’s best may be mostly plates of a certain vegetable or a county may focus on garden record books that particular year. We are trying to encourage a wider range of offerings in horticulture.

Bear in mind the challenges of weather and time of year! A young person may have had the ideal for the county fair, but may be struggling with the challenges of transport to the NYS Fair. If someone from a northern county is submitting a pumpkin that isn’t fully colored, you should be sensitive to this as well. When in doubt, talking with a county educator can be very helpful. We strongly request that an educator be present during judging. If exhibitors are available they would benefit greatly from watching, asking and learning from an evaluator.

What if an item looks too easy or too hard for the 4-H’er that made it?

Give the youth the benefit of the doubt and trust that the county educator selected exhibits that were the best of the best, of appropriate levels, and work was done by the youth!

Our goal is to encourage mastery of skills. Youth usually demonstrate this by doing a project in which
they master a new skill but this can also be done by perfecting a skill to a higher level so it is perfect or close to it. The more experienced 4-H member is encouraged to exhibit a more difficult project in the area but the judge needs to take into account the demands on our youth’s time in today’s world. It may be a more positive experience for the youth to complete a simpler project to the level of perfection than to try to learn a more difficult new skill that they do not have the time to do well or perfect. Although as adults, we may see gardening, for example, as relatively easy, we are increasingly recognizing that in today’s world, gardening can be a very new experience for young people.

Overall it is important that judges write constructive, educational comments on cards, as this is the only tool that educators have to learn and teach from. Be positive, constructive, and educational with comments. Again, even if you’re facing a veritable ocean of vegetables, for each child, this is their exhibit, and they are looking for constructive feedback.

*Too Easy...* in written comments, you can suggest next level or tougher techniques, or use of more materials to complicate - **do so without saying "this is too easy for you", rather "for the next project like this you might try..."** Encourage youth to challenge their talents by taking their project work to the next level

*Too Hard...* you can try to find a specific technique or fundamental step that needs improvements, **break the project down into separate elements to be mastered before the whole project can be completed successfully.** Part of participating in and completing a project is knowing and understanding the individual techniques, materials, and equipment involved and how to use and make them work correctly. Also be mindful that youth may have mastered previous levels within the project area and just had trouble with this one.

**Conference vs. Solitary Judging**

Many of you have evaluated at the county level where judging is done face to face. Although this process often takes longer, it is easier (you can and are encouraged to ask questions) and feels very rewarding for both the youth and the evaluator. Because exhibits are coming from all over the state at State Fair, and more often then not, exhibitors are not present, evaluation at the State Fair is left mostly to the evaluator – with great emphasis going into the evaluation comments – your only chance to communicate with the exhibitor.

Surely, tact is a primary requirement of a good judge! We are striving for exhibitors who feel that they have been fairly treated (this doesn’t mean everyone gets a blue...just that they understand the reasoning for their award). Remarks should be constructive. Flippancy, sarcasm, disrespect, and overly cryptic feedback are out of place. Encouragement, a clear explanation of standards, and precise, factual statements are expected.

If an exhibitor does come by with questions, or prefers face-to-face evaluation, please welcome the chance to discuss your comments with the 4-Her (or staff). Find out what their specific question is before you defend your decision. You may want to check the fair entry book for entrance requirements and rules. Please take advantage of the opportunity to teach and/or to summarize and explain your decision about the project. Do not argue or spend a long time with a 4-Her or staff
person if there is not a quick resolution to the question. Instead, gently refer them to an appropriate staff person (typically, the Horticulture Superintendent).

**Exhibit Information & Procedures**

**MASTER LISTS**

Note that every county submits their list of exhibits in the form of a “master list”. These lists are turned in to the Teen Assistants by 10am on the first day of evaluation. The Teen Assistants then prepare folders of exhibit numbers for each county in each section, so that they may provide you with lists of exhibits. Lists are handed out to evaluators by county, so that your Teen Evaluator may go to a county and collect all of the items for one particular section and bring them to you for evaluation. This process works well throughout the youth building, but is a challenge in Horticulture. We are working to address a better system, and encourage evaluators to provide ideas and feedback!

**Exhibitor Information Statements (EIS) Cards**

EIS cards are to be on all exhibits that meet age, class and quota limits and thus are eligible to be evaluated for premiums

Please note:

- The Extension Educator must sign the EIS card.
- **Social Security Numbers are no longer required on EIS cards.**
- Card must be filled out completely, accurately, and legibly.
- Information stated on the EIS cards helps the evaluator to know what the 4-H’er has learned from the process of producing the project. Although writing the statement might not be fun for the 4-H’er, the reflective process is critical to youth development.
- Questions need to be answered for each exhibit to be evaluated unless noted otherwise under a specific section in the Premium Book. Please read each section for any additional requirements.

**The EIS card shown below is an excellent example copied from a real member’s exhibit.**

![EIS card example](image)
Quite often you will see EIS cards that are typed up. This is perfectly acceptable. Like with the project – assume that the 4-Her has prepared the information.

**Typed EIS Card Example**

<table>
<thead>
<tr>
<th>Material Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>a purchased solid-colored long-sleeved shirt</td>
</tr>
<tr>
<td>fabric paint pen</td>
</tr>
<tr>
<td>bleach</td>
</tr>
<tr>
<td>spray bottle</td>
</tr>
</tbody>
</table>

I selected a washable, solid-colored shirt so that it would be easy to care for and look nice with the design I intended to add to it.

First, I prewashed the shirt in cold water and dried it so that it would be colorfast. Next, I lined it with plastic bags so the bleach would not soak through and discolor the back of the shirt. Then, I protected the work surface (a table) with a covering of old newspapers and a garbage bag. I laid the shirt out flat on the plastic bag. I used the spray bottle to lightly spray the shirt with bleach so that the front looked as if it were snowing. I poured a small amount of bleach in a bowl, dipped the sponges in the bleach and pressed them onto the fabric to produce the snowman design and the star decorations.

I allowed the bleach to sit on the fabric until the color faded—approximately 5 minutes. Then I rinsed the shirt in cold water and laid it flat to air dry. Once it was dry I added an orange ‘carrot’ nose, black eyes, mouth, and buttons.

I enjoyed decorating this shirt. I was especially excited because I made this as a Christmas gift for one of my sisters and I was sure she would like it. I learned to use my interest in artistic design to decorate a piece of clothing. I learned that I had to hold the spray bottle away from the shirt and allow the bleach to drift down in a mist to achieve the effect of a snowstorm; otherwise it made ‘globs’. I also learned that it was a slower process than I anticipated, I had to be patient and wait for the color to bleach out. I could have pressed the bottom sponge more evenly to remove more color from the bottom of the snowman.

**How do I use EIS cards?**

The information on EIS cards is often the only insight that we have into the learning process that went into the making of the exhibit. Although this doesn’t always come out in the response to questions – it is what we are after. Reflection is a critical part of the youth development process.

**What do I do when an EIS card is incomplete?**

Sometimes it is necessary for you or your Teen Evaluator to do some follow up work. If an EIS card is incomplete (there are blanks), particularly if the answers are completely blank: In Horticulture, we face the challenge of numerous exhibits – often, hundreds. If an “Information Missing” ticket is attached to the card, we then communicate this to the county educator, asking them to kindly assist us, so that we can complete our evaluation. Evaluators may complete the points listed below, and we ask county educators to contact the evaluator or Superintendent, and request that they to come back to evaluate the entry once the card is complete.

**Using forms and writing comments**

**How should I use evaluation forms?**
More often than not, there are evaluation forms to assist you with the evaluation process. The written evaluation gives valuable information to the 4-H’er about the qualities desired and the standards used for judging. Evaluate each item individually. Remember, you are not comparing a 4-H’ers effort or the projects merit to any others you evaluate.

Be consistent in your evaluation of technique and skill. Explain why certain processes are appropriate. Learning occurs when an individual knows, understands and recognizes his/her strengths and weaknesses in what is being evaluated. Written comments should support the indicators checked on the evaluation form. The development and growth of the youth as a result of working with the project is more important that the results achieved.

**Suggested approach to evaluation process:**

- Make yourself familiar with the evaluation form for the section and classes you are evaluating.
- Take a look at the total project before beginning to complete the evaluation form. Note your first impression but closely examining the project.
- Try to visualize the age and experience level and resources available to the exhibitors. Remember that they will each have had different learning opportunities. Then read the EIS card to learn about the youth and his/her project you are evaluating.
- Check the accomplishment and criteria in the appropriate columns on the form and support the checkmarks with written comments. No exhibit is so bad that something good can’t be said. Keep in mind that the whole product is more important than its parts. Projects are a means to an end – not an end in themselves.
- Designate the final award.
- We usually ask for a judge’s initials only so that we know who the judge is should there be questions or concerns.

**DO NOT PRE-JUDGE ANYTHING BASED ON YOUR FIRST IMPRESSION.**

*Take time to look at the details of the item being evaluated before determining the award.*

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**How do I write comments on evaluation forms? (how much do I have to write?)**

In most project areas, judging sheets, are available to be used as the item is judged. In addition to using just check marks on the judging sheet **written comments are very important**. Fill out the comment sheets carefully and include as many suggestions as possible.

Comments on the judging sheet need to reflect what was well done so that members understand the reasons for attaining success with their exhibits. Comments should also include what needs to be improved. Especially if the exhibitor did not receive a blue ribbon the judges should write comments as to what needs to be done to achieve the blue ribbon.
level in their project. The written critique gives valuable information to the exhibitor about the qualities desired and standards used in judging. **All comments need to be positive. Take time to read the text portion of the Exhibitor Information Statement.**

Remember: Learning occurs when an individual knows, understands and recognizes her strengths and weakness in what is being evaluated. Help the exhibitor to feel pride and accomplishment in his work. Just indicating that something was poorly done will not help as much as will taking the time to make a few suggestions as to how and why something could be corrected.

Try to inspire future work!

**Example Comments:**

101 Ways to Say “Very Good”

1. You’re on the right track.
2. You’re doing a great job!
3. You did a lot of work today
4. You’ve got it made.
5. Super!
6. Exactly right!
7. That’s right!
8. You are very good at that.
9. That’s good.
10. That’s coming along nicely.
11. That’s much better.
12. Good work!
14. I’m happy to see you working like that.
15. You’re doing much better today.
16. I’m proud of the way you worked today.
17. You’ve just about got it.
18. That’s the best you’ve ever done.
19. That’s it!
20. Congratulations!
21. I knew you could do it.
22. Now you have it.
23. Not bad.
24. Great!
25. Now you’ve figured it out.
26. That’s quite an improvement.
27. You are learning fast.
29. Good for you.
30. Couldn’t have done it better myself.
31. You make it look easy.
32. You make my job fun.
33. That’s the right way to do it.
34. One more time and you’ll have it.
35. You’re getting better every day.
36. You did it that time.
37. That’s not half bad.
38. Wow!
39. That’s the way.
40. Nice going.
41. You haven’t missed a thing.
42. Sensational!
43. That’s the way to do it!
44. Keep up the good work.
45. Terrific!
46. Fine.
47. Perfect!
48. Excellent!
49. That’s better.
50. Nothing can stop you now.
51. That was first class work.
52. That’s the best one ever.
53. You’re really going to town.

If someone else is writing your comments on the judging sheet take a moment to make sure the comments written reflect what you wanted to express to the exhibitor.
4-H Horticulture at the NYS Fair

54. You’ve got your brain in gear today.
55. Wonderful.
56. Much better.
57. You’ve just about mastered that.
58. That’s better than ever.
59. Outstanding.
60. Fantastic.
61. Tremendous!
62. Now that’s what I call a fine job.
63. You did that very well.
64. That’s great.
65. Right on!
66. You must have been practicing.
67. You’re really improving.
68. You’re doing beautifully.
69. Superb!
70. Good remembering.
71. You’ve got (number of problems) right!
72. Keep it up.
73. You’ve got that down pat.
74. Way to go!
75. Well, look at you go!
76. That’s it!
77. I like that.
78. Good going.
79. Good for you.
80. Now you have the hang of it.
81. You certainly did well today.
82. You’re doing fine.
83. Good thinking.
84. You are really learning a lot.
85. Keep on trying.
86. You outdid yourself today.
87. I’ve never seen anyone do it better.
88. Marvelous.
89. That’s a good boy/girl.
90. I’m very proud of you.
91. It’s a pleasure to teach when you work like that.
92. Good.
93. That’s really nice.
94. You remembered!
95. That’s the kind of work that makes me feel happy.
96. You figured that out fast.
97. I think you’ve got it now.
98. You’re one of the best in (skill area).
99. You’re improving.
100. You’ve improved so much.
101. You should be proud of yourself now!

Source unknown. Taken from a handout from Nassau County CCE.

What if there is not an appropriate form?
We are working on this! A new “general form” has been added to the repertoire of evaluation forms. Use this if there is not a form that makes sense. In adding the “open class” we gained the opportunity for counties to bring the “best of their best” and not be constricted by State Fair classes, but we lost the opportunity to be completely prepared. Please be flexible and look for a form that will allow the best comments to go back to the youth.

4-H Teens at the Fair

**Teen Evaluators — Job Description**

**GENERAL DESCRIPTION OF PURPOSE AND RESPONSIBILITIES:** The purpose of the Teen Evaluator Program is to give teens the opportunity to gain a better understanding of the evaluation process by helping to facilitate activities related to specific project areas.

**ELIGIBILITY REQUIREMENT:** Youth must have reached their 13th birthday by January 1 of the current year and must not have passed their 19th birthday as of January 1 of the current year.
SKILLS AND ABILITIES REQUIRED: Teens must have:
1. An **interest** and **experience** in the area for which they are nominated.
2. Ability and knowledge to assist the Evaluators in the evaluation of exhibits—this is mandatory!
3. Ability to organize and take action to insure orderly operation of evaluation activities.
4. Manual dexterity to assist in the display of exhibits.
5. Creative and artistic abilities are helpful.

TASKS TO BE PERFORMED:
1. Bring exhibits to the Evaluator’s station or move with Evaluator to county display as requested.
2. Assist the Evaluators with evaluations.
3. Write comments on evaluation sheets and attach ribbons and comment sheets to exhibit tags.
4. Return exhibits to county display booth area. Arrange returned exhibits for display if county booth worker is not available.

TRAINING AND ORIENTATION NEEDED:
1. Teens **must have participated** in similar experiences within their home counties. Ex. County Fair and field trips, etc.
2. Orientation materials will be sent prior to State Fair for reading and studying.
3. Orientation meetings will be held at State Fair at the beginning of each **judging** period.

EXPECTED RESULTS:
1. Teens will:
   a. Gain knowledge and judging skills in one or more subject areas by being involved in the implementation of judging processes.
   b. Develop a sense of service and satisfaction through completion of assigned tasks.
   c. Gain poise and self-confidence through interaction with others.
2. Exhibits will be judged in an orderly manner.

RELATIONSHIPS: Participants will work closely with the Evaluators, other Teen Evaluators, Teen Assistants, 4-H Educators, adult volunteers, and the general public.

OTHER INFORMATION:
1. Teen Evaluators may be asked to work with Evaluators in more than one subject matter area.
2. Teen Evaluators will work only those days when exhibits are being evaluated.
3. Teen Evaluators work the first three days of each time period.

**Teen Assistants (Tas)**

Teen Assistants work full time at the fair. **Youth Building Teen Assistants** are recruited directly through the State 4-H Office and are:

- Teens must be at least 16. They are payroll employees of the New York State Fair rather than exhibitors. They work an average of eight (8) hours per day.

- At least two of the Youth Building TAs will be assigned to the evaluation process. They will take your completed exhibit cards, help you find forms, and oversee the logistics of the judging process (covering tables in the morning, providing you with the necessary forms, tallying exhibit numbers etc.).
What to Expect at State Fair

The key word in dealing with situations at State Fair is **flexibility**! State Fair is a very complex operation. Often there are many people/factors involved, which aren't immediately apparent in a given situation. The theoretical "what should be" or "what makes sense" and the actual "what is" may be very different. Starting out with this concept as "a given" can save you a lot of stress!

**Parking**

When arriving at the Fairgrounds, allow **sufficient time** AND **EXPECT DELAYS**. This could be for 15 – 30 minutes. If for some reason the State Police have closed Gate #6, be patient. It should re-open as soon as the congestion relieves itself. This is a major access to the grounds and it periodically closing. If the designated parking lot is deemed FULL, ask the parking attendant for an alternate lot. Enter Gate #6 or #7 to the Gray Parking Lot. After parking, enter through Gate #9 or Gate #10, turn left and proceed to the Youth Building.

**Lot Parking Policies:**
Parking stickers must be affixed to the vehicle windshield upon entering the grounds. All parking stickers are good for all days of the fair unless otherwise printed on the sticker. Parking hangers must be handed to the fair attendant upon entering the fairgrounds. The attendant will tear off the appropriate one-day coupon and return the hanger that must then be properly displayed from the rearview mirror of the vehicle. All vehicles require parking credentials.

**What to Bring**

You will be provided with basic evaluation tools: a box with a hole punch, stapler, pencils, ribbons and evaluation sheets.

You will want to be sure to bring: your fairbook, garden catalogs (for reference), clipboard, criteria publications listed earlier, this guide, gate tickets and parking passes.

Some evaluators prefer to have resources handy. Feel free to bring resources if you have something that would be helpful to you. You may also want to bring lunch or beverages if you prefer to not buy Fair food. Refrigerator space is available. Lemonade, coffee and water are available for you in our building.

**State Fair Glossary**

**Booth Space** – In recent years effort has been made to equalize the size of booths. The majority of booths are now 30’ long by 18’ deep.

**County Groupings** – The three counties sharing the same booth space at the State Fair.

**Danish System** – The process used to evaluate exhibits in the Youth Building. Awards are based on the Danish system are determined by the exhibitor’s responses to questions on the EIS card, and the exhibit quality relative to the ideal for the exhibitor’s grade level and experience level.
EIS – Exhibitor Information Statement (EIS) cards come from the New York State Fairgrounds office in Syracuse, NY. A completed EIS card (also referred to as an exhibit card) is needed on every exhibit being evaluated.

Feed Room – The “Feed Room” is a clever title given to a kitchenette on the first floor of the Youth Building for 4-H use only. There are shelves for food storage, refrigerators and a microwave oven. Evaluators are welcome to use the refrigerator in the Feed Room, or the one in the demonstration kitchen.

Key Leaders – Educators & volunteers serving to lead the Teen Leader programs.

Master List – The county list of all exhibits that are to be evaluated. Follow the format called for in the general rules & regulation pgs in the front of the Premium Book.

Teen Assistant – Teen Assistants (TAs) work 8 hours a day for (ideally) 13 days. TAs do everything from swab the deck to perform statistical analysis on entry cards. TAs are responsible, self-starters who are fun and friendly.

Teen Evaluators (Teen Leaders) – Teens who work with Evaluators for a minimum of 6 hours a day. Teen Leaders are paid a premium of $10 a day and may not be paid for being a Teen Leader for more than one purpose in a day. To become a Teen Leader, teens fill out application forms found in the Teen Leader packet.

**Orientation Agenda**

Evaluator’s Schedule

Job Description

Paperwork (hand out and complete paperwork)

The Process of Evaluation:
- Why evaluate 4-H projects at Fairs?
- What is the Danish System of Judging?
- When is a blue/red/white/green appropriate?
- What if an item is out of my range of expertise?

What should I expect from 4-Hers
- What kind of training have 4-Hers had?
  - *How did the item that I’m judging get selected for State Fair?*
- What if an item was clearly too easy for the 4-H’er that made it? Too hard?
- Conference vs. solitary judging

Exhibit Information & Procedure
- Master Lists
- Exhibitor Information Statement (EIS)
- How do I use the EIS cards?
- What do I do when an EIS card is incomplete?
Using forms and writing comments:
   How should I use evaluation forms?
   How do I write comments?
   Example comments
   What if there is not an appropriate form

4-H Teens at the Fair
   Teen Evaluators
   Teen Assistants

Breaks/lunch

Review Examples

Handouts: EIS cards, fairbooks, paperwork