## 4-H FAVORITE FOOD SHOW SCORE CARD

Name
Age
Chk $1^{\text {st }}$ year
Chk Finals

Name of Favorite Food
Total Score (200 pts.) Average Judge's Score $\qquad$ Placing

| JUDGING CRITERIA | 8-10 Pts <br> Excellent | 6 - 7 Pts <br> Good | 3-5 Pts <br> Fair | 1-2 Pts <br> Poor | Judge's <br> Comments |
| :--- | :--- | :--- | :--- | :--- | :--- |
| I. THE EXHIBITOR |  |  |  |  |  |
| Understands the USDA <br> MyPlate recommendations |  |  |  |  |  |
| Knows Favorite Food nutrients <br> and their functions |  |  |  |  |  |
| Understands and effectively <br> explains Favorite Food preparation |  |  |  |  |  |
| Communication skills; poise |  |  |  |  |  |
| Personal appearance: neat, <br> well groomed |  |  |  |  |  |
| II. THE FAVORITE FOOD |  |  |  |  |  |
| Level of skill required to prepare <br> Favorite Food |  |  |  |  |  |
| Attractively displayed as entire dish <br> or single serving |  |  |  |  |  |
| Appealing combination of flavors, <br> textures, colors, and temperature |  |  |  |  |  |
| Overall quality of Favorite Food |  |  |  |  |  |
| Food safety practiced when <br> transporting, preparing, and <br> serving Favorite Food |  |  |  |  |  |
| III. THE MENU |  |  |  |  |  |
| Suitable for favorite food and chosen <br> occasion |  |  |  |  |  |
| Variety of flavors, texture, color <br> temperature and shape |  |  |  |  |  |
| Nutritionally sound, follows MyPlate <br> recommendations |  |  |  |  |  |
| Creativity in menu planning |  |  |  |  |  |
| IV. TABLE SETTING / DISPLAY |  |  |  |  |  |
| Appropriate for foods to be served <br> in chosen menu |  |  |  |  |  |
| Correct placement of table setting |  |  |  |  |  |
| Menu Poster: correct size, neat, <br> attractive, with full day's menu |  |  |  |  |  |
| Recipe Poster:correct size, neat, <br> attractive, list of ingredients with <br> amounts, directions, number of <br> servings, cost per serving and <br> calories per serving |  |  |  |  |  |
| Overall attractiveness with <br> appropriate centerpiece |  |  |  |  |  |
| Display area neat and clean |  |  |  |  |  |

