Learning About Judging

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Washington 4-H Clothing and Textiles Team
What is Judging?

• Decision Making – Choosing between four selections
  - Not “good” or “bad”
  - “Most ideal” to “Least ideal” compared to:
    • Quality Standards
    • Breed Standards
    • Scenario / Situation Given
How do I learn how to judge a class?

When comparing to an Ideal or Quality Standards:

- Read and discuss project materials
- Study pictures/videos
- Take tours
- Invite subject matter experts
- Listen to a Judge give reasons
How do I learn how to judge a class?

When judging a scenario or situation:
• What are the needs/challenges of the scenario/situation?
• What are the Pros and Cons?
• Discuss alternatives – are there situations where the ideal choices would be different?
Remember:

• Judging is a matter of opinion; it is not “right” or “wrong”.

• Do **not** be discouraged if you do not agree with the judge. Focus on having logical, informed reasons for your decisions instead.

• Be courteous to Judges and other contestants; show respect for others and their opinions.
Judging Contest How-To’s

In the next few slides we’ll look at how you can set up a judging contest for practice or competition.

Practice makes perfect!
Setting Up a Judging Contest

What Do You Want to Teach?

- Select format of classes
- Determine level of difficulty
  - Larger differences are easier to judge
  - When teaching judging consider “scoreless” discussion-only classes

Materials Needed

- 4 items per class
- Pencils/Judging Cards
- Clear markings for classes (1 - 4)
- Class identification
- Timer/Clock, if timing
- If scored:
  - Hormel Card
  - Calculator
  - Master Scoresheet(s)
Setting Up a Judging Contest

• Class Format
  - Scenario/Situation
    • Simple and Clear
    • Relevant to Topic/Goal
    • Can determine needs/demands of situation
      - Transporting injured pet
      - Interfacing for a shirt collar
      - After school snacks
      - Feeding program for pregnant animal

• Comparison to Ideal
  • Standard Should Exist for Ideal - Breed, Industry, End-Use
  • Class Identification Must Be Clear
    - Market Steers
    - Duroc Gilts
    - New Zealand Does

• Quality Standards
  • Quality Standards Exist
  • Items in Class Same Type
    - Peter Pan Collars
    - Fat Free Muffins
Setting Up a Judging Contest

• Before the Contest
  - Create signage with class names and numbers 1, 2, 3, 4 for class items
  - Decide How To Divide Contestants Into Groups (if necessary)
  - Determine Length of Time Allotted Per Class, if Timing (5 - 10 min)
  - Quick Overview/Question Period Before Start
  - Station Volunteers

• During/After the Contest
  - Emphasize Need for Silence
  - Have Designated “Answer People” stationed to answer kids’ questions
  - Have System For Collecting Cards
  - Use master scoresheets to speed up scoring process (create as soon as official placings and cuts are available)
Judging Contest Ideas

Hat for a Tea Party
Menu for a Dinner Party
Shoes for a Day Hike
Feeding Program for a Performance Horse
Brushes for Washing Hogs
Cattle Halters
Sheep Stands
Dog Toys
Bedding Choices
Sheep Fleeces
Seam Finishes for a Sheer Garment
Lead ropes
Quilt Blocks
Microwave Brownies
Flowers for a Shade Garden
Judging at County and State Fairs

The next section will discuss how to register for a judging contest and how to correctly fill out judging cards used in the contest.
How do I register for a Judging contest?

If numbers are used, check to make sure all cards are marked with their number.

Be sure to write contest name!

Personal information should be complete and legible.

Ignore “numbers”, unless provided. County and Club should be legible, and grade is grade most recently completed (if summer or early fall).

Check Fair Book or follow instructions given by Superintendent for Premium categories, if applicable.
How do I use a Judging Contest Card?

Traditional Judging Scorecard

-- All classes are listed on the same card.

Write your name, club and county in the space provided.

Make sure the class name is written above each class to avoid confusion.

<table>
<thead>
<tr>
<th>Arabian Halter</th>
<th>English Eq.</th>
<th>CLASS 2</th>
<th>CLASS 3</th>
<th>CLASS 4</th>
<th>CLASS 5</th>
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Scoring area and extra class boxes removed in this picture
How do I use a Judging Contest Card?

<table>
<thead>
<tr>
<th>PLACING CARD</th>
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<tbody>
<tr>
<td>Class QH Mares</td>
</tr>
<tr>
<td>1234</td>
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<td>1243</td>
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<td>1324</td>
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<table>
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<th>4-H JUDGING CONTEST</th>
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<tr>
<td>Placing Score</td>
</tr>
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<td>4132</td>
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<td>4231</td>
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<tr>
<td>4312</td>
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<tr>
<td>4321</td>
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</tbody>
</table>

Contestant No. 89

Format Used at State 4-H Fair For All Contests

One card is used per class

**Very important** to mark the class name on each card in case of mix-up

As always, make sure that the card has the correct contestant number
What about Questions Class?

The State 4-H Livestock Judging Contest has a questions class.

Questions class encourages notetaking and observation skills.

Contest officials tell contestants which class will be used for questions, and whether or not they may use their notes.

Circle your answer to the question asked – 1, 2, 3 or 4.

Questions relate to a single item/animal, such as: “Which mare had a blaze?” “Which collar was not clipped?” “Which hog had the thickest loin?”

<table>
<thead>
<tr>
<th>Question</th>
<th>ID Number of Correct Animal</th>
</tr>
</thead>
<tbody>
<tr>
<td>A...</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>B...</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>C...</td>
<td>1 2 3 4</td>
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<td>D...</td>
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<td>E...</td>
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<tr>
<td>J...</td>
<td>1 2 3 4</td>
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</tbody>
</table>
I’ve placed the classes and now I have to give Oral Reasons?

What are Oral Reasons?

• An important part of judging is learning to give reasons.
• “Reasons” are your opportunity to explain why you made your choice.
• Reasons are not scored according to whether or not you agreed with the contest judge.
• They are scored based on your ability to make an organized, reasoned argument for your decision.
How are reasons scored?

- **Knowledge of Subject**
  - 40%
    - Accuracy of Statements

- **Use of Appropriate Terminology**
  - 25%
    - Using correct industry terminology to identify strengths and weaknesses

- **Presentation**
  - 20%
    - Appropriate Attire
    - Grooming
    - Eye Contact
    - Voice Quality/Volume
    - Smoothness/Poise

- **Organization**
  - 15%
    - Using Format Correctly
How do I give reasons?

• Reasons are given according to a simple format.
• Once you know the format, you only need to fill in the adjectives and nouns.
• When learning the format, try one step at a time. Next you will learn six steps for giving terrific reasons!
Reasons Format: Level One

In this first level, we learn how to give an oral reasons introduction (identification of class and placing order) and a conclusion.

Good _______________ (Ma’am, Sir, etc.).
I placed this class of
________________________
_____, ______, ______, ______.

Thank you.
Reasons Format: Level Two

In this level, we learn to present the basic structure of giving "reasons" for the class.

Good ____________.
I placed this class of _________________ ___, ___'___', _____.
I place ___ over ___ because:
I place ___ over ___ because:
I place ___ last today because:
For these reasons, I placed this class of
____________ ___, ___', ___', ___', ____.
Thank you.
Reasons Format: Level Three

In this level, we learn to use “pairs”. In a judging class of four choices, there are three pairs: Top, Middle, Bottom. Reasons should discuss the class as three sets of pairs, rather than four individual choices.

Good ____________.
I placed this class of ______________ ___, ___,'___,'______.
In my top pair, I place ___ over ___ because:
For my middle pair, I place ___ over ___ because:
In my bottom pair, I place ___ over ___ because: ...therefore ___ goes last today.
For these reasons, I placed this class of __________ ___,'___,'____'____.'
Thank you.
Reasons Format: Level Four

Now we add "Grants" to our format. When comparing choices in a pair, grant a positive quality to the lower placing choice in the pair.

Good ____________.
I placed this class of ____________ __, ____, ____, ______.
In my top pair, I place ___ over ___ because:
____________.
I grant that (second place) is _______ than (first place).
For my middle pair, I place ___ over ___ because:______.
I grant that (third place) is _______ than (second place).
In my bottom pair, I place ___ over ___ because:
I grant that (fourth place) is _______ than (third place), however, ...therefore ___ goes last today.
For these reasons, I placed this class of _________ ____, ____, ____, ____, ______.
Thank you.
Now we add faults to our presentation. Faults explain why the lower placed choice in a pair is the lower choice in that pair.

Good __________________.

I placed this class of _______________ ___, ___, ___, ___, ______.

In my top pair, I place ___ over ___ because ___________.

I grant that (second place) is _______ than (first place),
but I fault (second place) because ___________.

For my middle pair, I place ___ over ___ because_______.

I grant that (third place) is _______ than (second place),
but I fault (third place) because ________.

In my bottom pair, I place ___ over ___ because:

I grant that (fourth place) is _______ than (third place),
however, I fault (fourth place) because...therefore ___ goes last today. For these reasons, I placed this class of __________ ___, ___, ___, ___.

Thank you.
Reasons Format: Level Six

This “level” is for extra challenge. You may give a very brief statement about the class discussing its overall impression.

Good _____________.
I placed this class of ____________ ____, ____, _____. This class . . . (discuss main points of the class)
In my top pair, I place ___ over ___ because ___________.
I grant that (second place) is _______ than (first place),
but I fault (second place) because _________.
For my middle pair, I place ___ over ___ because_______.
I grant that (third place) is _______ than (second place),
but I fault (third place) because _________.
In my bottom pair, I place ___ over ___ because:
I grant that (fourth place) is _______ than (third place),
however, I fault (fourth place) because ____,
therefore ___ goes last today. For these reasons, I placed this class of _________ ____, ____, ____.

Thank you.
Scoring Judging Contests

The Hormel System

- Official Scoring System For Washington State 4-H and National contests
- Eliminates Zero Scores
- 50 Points Per Class Possible

- Scoring is determined by weight of “cuts” between class pairs (placing classes only)
- The judge assigns cut points based on perceived degree of difficulty choosing between pairs
Scoring Judging Contests

The Hormel System

Once you have the official placings and cuts for each class, you can begin to score the class using the Hormel System.

The easiest way to do this is using the online Hormel scoring tool:

http://www.worldaccessnet.com/~normans/hormel.html

Once you have the scores for each class, create a master scoresheet which can then be copied for use by multiple scorers.

The next slide gives instructions for scoring manually with the Hormel Computing Slide.
Scoring Judging Contests
Using the Hormel Computing Slide

To use, find the cuts given for the class on the bottom of the white cards. They are listed in order of top, middle, bottom pairs.

Insert and align the white cards in the slide so that the cuts chosen are shown in the bottom of the plastic window.

Next, find the correct placing order on the top of the clear plastic cards. The placing order used is listed at the top of the card.

Insert the plastic card on top of the white cards in the slide and adjust so that the placing order is at the top left of the window and the scores listed on the white card appear to the right of the placing orders. The correct score will appear to the right of each possible placing order.

To order a Hormel Computing Slide either contact your WSU extension office, or order from FFA at:
http://www.ffaunlimited.org/hcss.html
References/Resources

EM 4789, Teaching 4-H Oral Reasons, 4-H Leader Guide WSU CE
EM4647, Learn Through 4-H Judging, WSU CE
G2952, Livestock Judging Techniques, U. of Missouri: http://muextension.missouri.edu/xplor/agguides/ansci/g02952.htm
NEEC20594, Livestock Judging Guide, U. of Nebraska CE
EM4502, Judging Rabbits--4-H Leader Manual, WSU CE
PNW197 Measuring Up: Quality Standards in Sewn Items, WSU CE
EM4797, Horse Judging Manual, 4-H Leader Guide, WSU CE

4HHSG03, Preparation and Presentation of Oral Reasons in Horse Judging Contests, U. of Florida CE
C0946 Judging Preserved Foods, WSU CE
EM4748 Judging Baked Products, WSU CE
NE4H460, National Poultry Judging Manual, WSU CE
EB1103 Selecting, Preparing, and Judging Quality Vegetables, WSU CE

4H-923-W How to Plan, Organize and Administrate a Livestock...Judging Contest, Purdue University CE: