

EM4647E

Learning Through Judging

4-H Leader Guide

WASHINGTON STATE UNIVERSITY EXTENSION



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 EXTENSION

LEARNING THROUGH JUDGING

Jan Hiller and Jerry Newman

The objective of judging in the 4-H program is to help 4-H members grow in their ability to think, to reason, and to make logical and scientific judgments.

FOUR STEPS IN JUDGING PROCESS

- Observe
- Examine and compare
- Decide
- Tell why

JUDGING TERMS

Items—the individual objects to be judged within a class.

Standard class—four items that make up a group to be compared and ranked.

Oral reasons—verbal explanation of placings, sometimes limited to one or two classes.

Written reasons—written explanation of placings, sometimes used in place of oral reasons.

Registration card—card filled out by participants of judging events.

Scorecard—card on which member marks placings.

Hormel scoring—a system of scoring judging classes developed by George Hormel Company.

Grants—a means of saying (when giving oral or written reasons) I “realize or recognize” that the second-place item has some factors that are better than the first-place item.

“To Make the Best Better” is the 4-H motto. How do we know what is best? How can we learn to make something better unless we learn standards and develop the ability to make wise decisions? Every experience which helps us make wise decisions enriches our lives. Good judgment is based on proper information and ability to make wise decisions.

To present a broad scope of judging, we will answer five big questions in the following sections.

WHAT IS JUDGING?

Judging is making a decision and telling why it was made. Seldom a day goes by that you do not have decisions to make. When you buy groceries you must constantly choose between brands while considering quality, size, end use, and cost. How carefully we select the apples from a grocery shelf! Also consider the many decisions involved in the selection of an automobile! In 4-H, judging is essentially a matter of comparing two or more items. If 4-H members know what factors make up an ideal animal, plant, or situation, they are more able to recognize top quality products, to know good standards, and to make wise decisions based on facts.

WHY HAVE JUDGING IN 4-H?

Judging is a valuable teaching technique for the 4-H leader. It provides another way for leaders to present project information to the 4-H members. Judging can be used by leaders to stimulate interest in a subject or as an incentive to motivate better work.

Judging teaches 4-H members to:

- Observe carefully
- Recognize good products, articles, animals
- Improve their own work
- Make wise selections
- Make their own decisions
- Express themselves clearly
- Appreciate opinions of others

WHEN AND HOW DOES JUDGING TRAINING START?

Judging training can start as soon as project meetings begin. Successful judging depends on knowledge of the product or animal to be judged. With this in mind, it is easy to see that the basis for judging starts when the leader begins teaching members about the products they are making or growing. Judging training needs to come at the beginning of the projects so members may use this knowledge in selecting materials or animals for their projects. It should be a continuous learning process used often during the year.

Before 4-H'ers can learn to evaluate or judge their products, they must know something about standards and quality. Members are ready to compare when they become familiar with the characteristics of a product, know the terms that describe it, and have some idea of what a good product really is.

Let's use circles as an example. Before deciding whether one is better than another, we need to know what a good circle is. This we learn by studying just one good circle.

Now everyone won't agree exactly on just what a good circle looks like. Some might like brightly colored ones; others might like them pale. Some might like king-sized ones; others might like them very small. But all can agree on a basic characteristic, such as a perfectly round shape. At this point a person can use a scorecard to select the best looking circle.

Scorecards or score sheets are available in most of the 4-H project materials so members can study the characteristics of a good product.

Other ways 4-H'ers can study standards and quality are:

- *Read project materials.* Study and discuss facts in your project bulletins. List the important qualities mentioned.
- *Study pictures.* Use pictures from magazines to help members select desirable qualities. In some projects, like dairy cattle, you can get pictures made especially to teach judging.
- *Discuss sample products.* Have members bring samples of a predetermined item made or grown to a club meeting. Have them compare their items with the characteristics of a good product. Discuss ways they might improve their items the next time.
- *Attend exhibit days.* 4-H'ers may have an opportunity to watch a judge make his or her placings on exhibit days or at the fair. Encourage members to listen to the comments so they can understand how exhibit placings are made.
- *Take tours and trips.* Visit farms, stores, and processing plants. Ask the people in charge what they consider when judging their products.

HOW DO WE TEACH JUDGING SKILLS?

Judging activities are teaching tools that can be used at 4-H meetings. For the younger member or for those inexperienced in evaluation, you might want to use the Voting Game or the Group Leader Method.

Voting Game

The voting game is a good way for you to begin judging quality. Two samples of an item, labeled 1 and 2, are placed on a table. The leader reads each characteristic from the scorecard and members vote for either 1 or 2. When each point on the scorecard has been voted upon, the scores are tallied and the results announced.

Group Leader Method

Judging in a group is another good way to learn. By working in a group, you gain confidence in your opinions. The group chooses a leader but everyone works together. The group

members discuss one article or a class of articles informally. The group decides how the article should be rated and discusses reasons for the choice. Members learn from each other, sharing in the success when the rating is correct and in the responsibility when it is wrong. The group leader makes notes and reports group decisions and reasons, emphasizing the important points and correcting any errors.

Individual Judging

When members have become more skilled in judging, have them try it on their own. Steps they would take include:

1. **Study the scorecard.** Before attempting to judge a product, study the scorecard that applies. Scorecards have been developed for most 4-H projects. If a scorecard does not exist, discuss major characteristics and the importance of each. It is not necessary to memorize the scorecard. Rather it is important to know which characteristics to compare and which are the most significant.

For example, the main headings on a vegetable scorecard are: quality, 35 points; condition, 35 points; size and uniformity, 30 points. Quality refers to factors occurring during growth of the vegetable. Condition refers to factors occurring during or after harvest, and uniformity and size means specimens should be alike; oversized or undersized specimens are less desirable.

2. **Judge one article.** Use the information found on a score sheet and apply it to a product. Evaluating a single item or animal early in the project would be time well spent before setting up a full class.
3. **Judge a class of four items.** Remember judging is a comparative process using a set of predetermined standards.
 - **Observe.** Get an overall feeling of the class. Look for something that stands out—an easy top or bottom, or a class that divides itself clearly into a top and bottom pair. This helps narrow the class and gives

a mental picture that will help as reasons are given.

- **Examine and compare.** Check each item individually. Placings may be confirmed or changed upon closer examination. Handle the products, if permitted, to help discover finer points or quality.
- **Decide.** Make a final decision on placing of the items.
- **Tell why.** Take notes to prepare for those classes that require oral reasons.

Now Let's Try It

The items within a class are designated by numbers 1-2-3-4. The members examine the items and decide which one they think is best, second best, third best, and least satisfactory.

The articles in any class should vary enough in quality so that a definite placing is possible. However, there may not always be the same amount of difference between any two articles in the class.

When preparing a class, it is good to have a fairly obvious top or bottom or a fairly wide division between them.

As an example, a member might judge a class of sketched circles (see Fig. 1). The member compares the four and decides that No. 2 is best, 3 is second best, 1 is third best, and 4 is least satisfactory. She or he ranks these 2-3-1-4 and marks the appropriate place on the placing card (See Fig. 2).

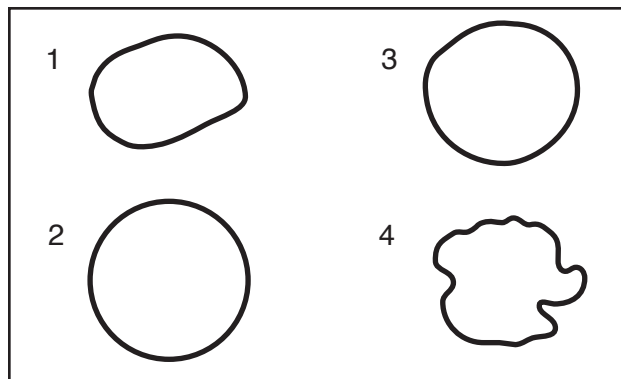


Fig. 1. Ranking a set of four circles on the placing card .

JUNIOR 4-H JUDGING PLACING CARD

Jane Jones

Hoofers

James

Contestant No.

Name

Club

County

1. Write the name of the class in the box above the column.
2. Mark one of the boxes within each column to show the placing you have chosen.

Circles				
CLASS 1	CLASS 2	CLASS 3	CLASS 4	CLASS 5
1-2-3-4	1-2-3-4	1-2-3-4	1-2-3-4	1-2-3-4
1-2-4-3	1-2-4-3	1-2-4-3	1-2-4-3	1-2-4-3
1-3-2-4	1-3-2-4	1-3-2-4	1-3-2-4	1-3-2-4
1-3-4-2	1-3-4-2	1-3-4-2	1-3-4-2	1-3-4-2
1-4-2-3	1-4-2-3	1-4-2-3	1-4-2-3	1-4-2-3
1-4-3-2	1-4-3-2	1-4-3-2	1-4-3-2	1-4-3-2
2-1-3-4	2-1-3-4	2-1-3-4	2-1-3-4	2-1-3-4
2-1-4-3	2-1-4-3	2-1-4-3	2-1-4-3	2-1-4-3
2-3-1-4	2-3-1-4	2-3-1-4	2-3-1-4	2-3-1-4
2-3-4-1	2-3-4-1	2-3-4-1	2-3-4-1	2-3-4-1
2-4-1-3	2-4-1-3	2-4-1-3	2-4-1-3	2-4-1-3
2-4-3-1	2-4-3-1	2-4-3-1	2-4-3-1	2-4-3-1
3-1-2-4	3-1-2-4	3-1-2-4	3-1-2-4	3-1-2-4
3-1-4-2	3-1-4-2	3-1-4-2	3-1-4-2	3-1-4-2
3-2-1-4	3-2-1-4	3-2-1-4	3-2-1-4	3-2-1-4
3-2-4-1	3-2-4-1	3-2-4-1	3-2-4-1	3-2-4-1
3-4-1-2	3-4-1-2	3-4-1-2	3-4-1-2	3-4-1-2
3-4-2-1	3-4-2-1	3-4-2-1	3-4-2-1	3-4-2-1
4-1-2-3	4-1-2-3	4-1-2-3	4-1-2-3	4-1-2-3
4-1-3-2	4-1-3-2	4-1-3-2	4-1-3-2	4-1-3-2
4-2-1-3	4-2-1-3	4-2-1-3	4-2-1-3	4-2-1-3
4-2-3-1	4-2-3-1	4-2-3-1	4-2-3-1	4-2-3-1
4-3-1-2	4-3-1-2	4-3-1-2	4-3-1-2	4-3-1-2
4-3-2-1	4-3-2-1	4-3-2-1	4-3-2-1	4-3-2-1
CLASS 6	CLASS 7	CLASS 8	CLASS 9	CLASS 10
1-2-3-4	1-2-3-4	1-2-3-4	1. _____	1. _____
1-2-4-3	1-2-4-3	1-2-4-3	2. _____	2. _____
1-3-2-4	1-3-2-4	1-3-2-4	3. _____	3. _____
1-3-4-2	1-3-4-2	1-3-4-2	4. _____	4. _____
1-4-2-3	1-4-2-3	1-4-2-3	5. _____	5. _____
1-4-3-2	1-4-3-2	1-4-3-2	6. _____	6. _____
2-1-3-4	2-1-3-4	2-1-3-4	7. _____	7. _____
2-1-4-3	2-1-4-3	2-1-4-3	8. _____	8. _____
2-3-1-4	2-3-1-4	2-3-1-4	9. _____	9. _____
2-3-4-1	2-3-4-1	2-3-4-1	10. _____	10. _____
2-4-1-3	2-4-1-3	2-4-1-3	11. _____	11. _____
2-4-3-1	2-4-3-1	2-4-3-1	12. _____	12. _____
3-1-2-4	3-1-2-4	3-1-2-4	13. _____	13. _____
3-1-4-2	3-1-4-2	3-1-4-2	14. _____	14. _____
3-2-1-4	3-2-1-4	3-2-1-4	15. _____	15. _____
3-2-4-1	3-2-4-1	3-2-4-1	16. _____	16. _____
3-4-1-2	3-4-1-2	3-4-1-2	17. _____	17. _____
3-4-2-1	3-4-2-1	3-4-2-1	18. _____	18. _____
4-1-2-3	4-1-2-3	4-1-2-3	19. _____	19. _____
4-1-3-2	4-1-3-2	4-1-3-2	20. _____	20. _____
4-2-1-3	4-2-1-3	4-2-1-3		
4-2-3-1	4-2-3-1	4-2-3-1		
4-3-1-2	4-3-1-2	4-3-1-2		
4-3-2-1	4-3-2-1	4-3-2-1		

SCORING USE ONLY
SCORES:

- CLASS 1 _____
- CLASS 2 _____
- CLASS 3 _____
- CLASS 4 _____
- CLASS 5 _____
- CLASS 6 _____
- CLASS 7 _____
- CLASS 8 _____
- CLASS 9 _____
- CLASS 10 _____

REASONS
Score No. 1

REASONS
Score No. 2

IND. TOTAL
SCORE

--

AWARD

Rank	Ribbon

TEAM SCORE

--

TEAM PLACING

Rank	Ribbon

Fig. 2. Placing card used to record rankings .

WHAT SHOULD BE JUDGED?

Articles the members make in their projects are suitable items to judge. Choosing equipment for grooming a calf or for a sewing box, measuring flour by various methods, or selecting patterns or fabric are examples of judging activities for project meetings. You also might judge purchased items that were selected for a specific purpose. Consider the purpose and all the requirements needed. Then check each article to see how it meets these requirements. Check labels for information, compare costs, and consider time and other resources used. For other ideas, refer to project leader's guides for specific projects.

As you help 4-H'ers observe and compare articles, encourage them to use all five senses.

- *Feel* the back of a calf or the texture of a sponge cake.
- *Taste* pickles, cake, or cookies.

- *Listen* to a sewing machine, mower, or tractor.
- *Smell* a loaf of bread fresh from the oven.
- *See* the color of a hen's comb.

GIVING REASONS

Giving reasons (why a class was placed a certain way) is probably more important than the actual placing. Giving reasons separates the lucky guessers from the good judges. Reasons can be oral, written, or both (see Fig. 3). Members probably learn more by giving reasons orally. If there is a limiting factor (such as time), written reasons may be given.

Giving reasons helps members to:

- Organize their thoughts.
- Learn to express themselves in a logical, convincing manner.
- Speak effectively.
- Develop a system for analyzing a situation.

<p style="font-size: small;">C0738</p> <p style="text-align: center;">JUNIOR ORAL REASONS SCORECARD</p> <p>Class Number _____</p> <p>Class Name _____</p> <p>Placing (example: 4-3-2-1) _____</p> <p style="text-align: right;">Contestant Number _____</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 60%;"></th> <th style="width: 5%;">E</th> <th style="width: 5%;">G</th> <th style="width: 5%;">F</th> <th style="width: 5%;">N</th> <th style="width: 5%;"></th> </tr> </thead> <tbody> <tr> <td>Knowledge of Subject (40%)</td> <td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td> Saw major strengths</td> <td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td> Weakness</td> <td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td> Important differences</td> <td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>Use of Appropriate Terms (25%)</td> <td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td> Descriptive adjectives</td> <td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td> Correct names of parts</td> <td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>Presentation (20%)</td> <td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td> Grooming</td> <td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td> Posture</td> <td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td> Poise, confidence</td> <td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td> Eye contact</td> <td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td> Clear, audible voice</td> <td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td> Diction</td> <td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>Organization (15%)</td> <td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td> Introduction</td> <td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td> Logical order</td> <td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td> Conclusion</td> <td></td><td></td><td></td><td></td><td></td> </tr> </tbody> </table> <p style="font-size: x-small;">*E-Excellent, G-Good, F-Fair, N-No Placing</p> <p style="text-align: right;">Score </p>		E	G	F	N		Knowledge of Subject (40%)						Saw major strengths						Weakness						Important differences						Use of Appropriate Terms (25%)						Descriptive adjectives						Correct names of parts						Presentation (20%)						Grooming						Posture						Poise, confidence						Eye contact						Clear, audible voice						Diction						Organization (15%)						Introduction						Logical order						Conclusion						<p style="font-size: small;">C0744</p> <p style="text-align: center;">JUNIOR WRITTEN REASONS SCORECARD</p> <p style="text-align: right;">Contestant Number _____</p> <p>Class _____</p> <p>Placing (example: 4-3-2-1) _____</p> <p>Reasons (list only main points):</p> <p>I place _____ over _____ because:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <hr style="border: 1px solid black;"/> <p>I place _____ over _____ because:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p style="text-align: right;">(over)</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> Placing Score _____ Reason Score _____ Total _____ </div>
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Fig. 3. Scorecards used for written and oral reasons.

- Think more clearly on their feet.
- Improve their voices.
- Develop their memories.

Judging is comparing. When giving reasons, divide the class into three sets of pairs for comparison. For example, if the placing for the circles class is 2-3-1-4, the pairing would look like Fig. 4.

How to Give Oral Reasons

Oral reasons are a way of telling someone why and how a class was placed. They include comparing the good points and the faults of a product. Beginning judges often may use a few notes, but more experienced members will want to talk from a mental image to logically and accurately defend the placing.

1. **Taking notes.** It is impossible for anyone to remember all the details of a class; therefore, it is important to have members practice taking notes. Notes will help members recall the visual image of the product or animal. A class of four divides itself into three pairs: a top pair, a middle pair, and a bottom pair. Members should use a note-taking system that is simplest for them.

Members need to look for big things first, then judge the whole product and not just a particular part—keeping the scorecard in mind. Notes should be brief. Remind members to use them only during rehearsal time while they wait to give reasons.

The ability to effectively express oneself is an important quality. How well thoughts are organized largely influences how well the thoughts are understood by the listener. A system of presenting reasons that is logical, clear, and easy to follow should be used. Since the class divides itself into a top, middle, and a bottom pair, the same basic procedure should be used to present each pair.

2. **Style and form.** Have members introduce the class—“I placed this class of circles 2-3-1-4.”

Top pair. General statement—have members start with the most important general points for placing this pair. For example, “In the top pair I placed 2 over 3 because it is a more perfect circle.”

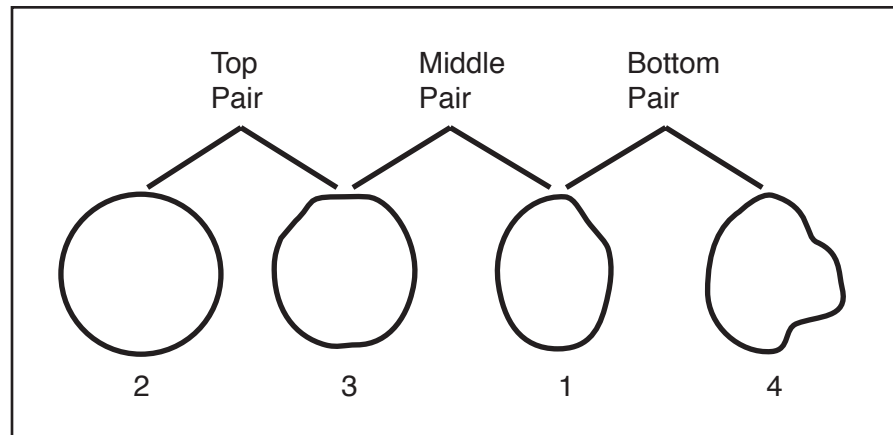
Compare—have members continue to bring in details which will aid in their comparisons. For example, “Circle 2 was more uniform than circle 3. Circle 2 was free of irregular lines.”

Grants—If the second place is superior in some respects, indicate the most important first. For example, “I will grant that 3 has a more uniform color.”

Middle pair. General statement—“In my middle pair, I placed 3 over 1 because 3 is more rounded than 1.”

Compare—“Circle 3 is more uniformly shaped.”

Fig. 4. Pairing circles by quality.



Grants—"I will grant that 1 has smoother lines than 3, but I criticize the oval shape of number 1."

Bottom pair. General statement—"I placed 1 over 4 because it has smoother curves and more nearly approaches a circle than 4. I placed 4 last and at the bottom of the class because it has sharp corners, uneven lines, and approaches a diamond in shape rather than a circle. Therefore, I placed this class of circles 2-3-1-4."

3. **Delivery.** Members should remember to speak clearly and convincingly when giving reasons. Avoid meaningless words such as "better," "I like," "that," "it," "for being," "kind of," and other words or phrases which add little to the reasoning. Use precise descriptions in telling the judge why one item is better than another. A summary or conclusion is usually not necessary. If members need one to let the judge know they are finished, they may simply state the placing. "The class was placed 2-3-1-4." The form for giving reasons can be easily acquired by practicing in the project meeting and at home.

When presenting reasons to a judge, members should look at the judge at all times, talk at a rate of speed which is easily understood, and adjust their voice volume to the room or setting. A set of oral reasons in a judging contest should not exceed two minutes in length.

POINTS TO CONSIDER WHEN JUDGING REASONS

The following are points to be considered by the persons hearing oral reasons or reading written reasons. The percentage and breakdown are approximations and are intended to be used as guidelines.

1. **Knowledge of Subject (40%)**
Recognized important differences, saw major strengths and weaknesses (the ability to determine the differences between pairs).

2. **Use of Appropriate Terms (25%)**
Correct names and parts of idea or animal, proper comparative adjectives (differences between pairs).
3. **Presentation (20%)**
Oral: Clear, distinct voice, use of good English, poise and confidence, eye contact with judge, posture, grooming (hair combed or brushed and neatly dressed).
Written: Legible, good English, correct spelling.
4. **Organization of Reasons (15%)**
Introduction (important statements first, small points at the end), logical order (comparison of classes or pairs), conclusion.

Score Reasons

The person scoring reasons (judge) listens to each member and decides how well the reasons have been explained. This judge puts the score on the placing card opposite the blank marked "Reasons." The total points may be 100 or 50 depending on the contest.

Members may use their placing cards, but not notes, when giving reasons to the judge.

The judge takes the following things into consideration when scoring reasons:

1. The member's ability to give accurate, clear-cut comparisons which justify the placings.
2. The member's knowledge of the essential qualities and standards required in the class.
3. The member's organization of ideas and ability to state them in a clear-cut, brief manner.
4. The member's use of a varied, descriptive vocabulary and correct grammar.
5. General poise and confidence exhibited by the member.

An incorrect placing does not mean reasons will automatically be scored lower than if the placing was correct. If a member saw the class accurately and gave sound reasons for the placing, the member should not be penalized

for giving importance to a different aspect of the item than the judge does.

THE HORMEL SCORING SYSTEM

The Hormel system is the most widely accepted system of scoring in the nation. It is the official system in Washington and at national levels. Hormel is fair to the member, seldom has zero scores (less than 10 out of more than 4,000 scoring combinations), and is easy for the official judge to make more than one high or low “cut.”

To use the system, first read the brief instructions on the front of the computing slide.

Operating under the limitations outlined in these instructions, the judge may make assessments of the seriousness of a wrong decision in placing each pair. The total assessment for wrong decisions or “cuts” between pairs can be as little as 3 or as much as 15.

The official judge assigns “cuts” to each class which are used for scoring purposes. A cut is used to determine a member’s score. There are three cuts given on each class. Depending on the difficulty of placings between pairs, cuts may run from 1 or 2 points for a difficult placing to as high as 6 or 7 for an easy placing. Again, using circles as an example, the placing is 2-3-1-4; the cuts are 3-3-6. These cuts would indicate that the top and middle pair of circles are fairly close. The cut of 6 between the bot-

tom pair of circles, 1 and 4, would indicate an easy placing that was very obvious.

If a member placed the class 2-3-1-4, a score of 50 would be given. However, if the member placed them 2-1-3-4, the score would be 48 based on the Hormel Computing Slide.

To order a Hormel Computing Slide, either contact your WSU Extension Office or order from FFA at: <http://www.ffaunlimited.org/hcss.html>.

ORGANIZING A 4-H JUDGING EVENT

Advanced Preparation

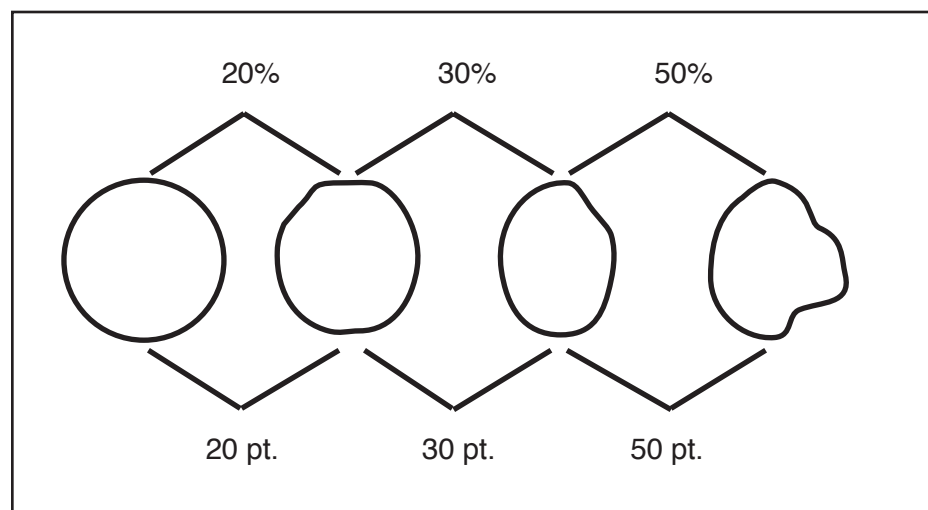
- Get ready to judge ahead of time.
- Establish a committee to handle the details of the event. The size of the committee will vary depending upon how large your judging contest will be.

Committee Composition

Chair. Appoint a person to take charge of the event. This may be a leader or a teen leader. The person should have the ability to organize and guide others.

Publicity. Inform all clubs of the event several weeks in advance. Put the notice in your local county 4-H newsletter, local papers, and contact the local radio stations, cable and commercial TV stations .

Fig. 5. Comparing pairs of circles with percentages and points.



Class selection and development. Organize a group of leaders and teens to develop and select classes and identify people (resources to be used for official judges, leaders, parents, or teens) who could prepare the classes. This group sets up the classes with four items. Make the differences fairly obvious for beginners. The items in each class should be marked by numbers, 1, 2, 3, and 4. The numbers should be fastened to each item securely. For example, a teen leader could prepare a class of (1) breads with four differing degrees of quality, or (2) a member in an automotive project could bring together four different screwdrivers—again, of varying degrees of quality.

Another responsibility for this group is official placing in all the classes. These placings should be done before the day of the event or could be placed early the day of the event.

Make up the official card (complete with cuts) and give to the tabulating committee. The official judge may be a leader, a teen leader, a program leader, or an outside resource person, and should be prepared to fully explain all placings, answer any questions asked, and help with the oral reasons class.

Facilities. Prepare ample room in the judging area and free it of as many distractions as possible. If you have more than one judging contest going at the same time, you may wish to use rooms, buildings, and judging rings. For example, place Family and Consumer Sciences, Engineering and Technology, and Plant Science judging contests in a building, and arrange a large outside area for a Livestock contest. Don't forget to plan parking, restroom facilities, drinking water, and lunches (if the contest is more than a morning or an afternoon event). Clean the area following the event.

Day of the Event

Oral reasons and evaluation. The group is responsible for judging reasons classes. One or more classes can be designated by the official judge as an oral or written reasons class. As an example, the following system could be used for oral reasons. The official judge could orient

three or more experienced people in that project to hear the reasons, known as oral reasons evaluators. The physical set-up for oral reasons could be similar to a teller's line in a bank. Three or more locations could be set up with an evaluator. All the participants would form a single line. One at a time, participants would give oral reasons to the oral reasons evaluator.

Group leaders (*leaders, parents, and teens*). Plan to divide the members into groups. Have one group leader for every 10 to 15 members. It is easiest to divide the members into as many groups as you have classes for them to judge. Each group can then rotate from one class to another. The class can be designated on the member's placing card; for example: Class I—Sheep, Class II—Beef, Class III—Swine, Class IV—Vegetables, Class V—Tools, Class VI—Feeds.

Group leaders should wear a large number, letter, or colored arm band. They should answer the questions of the members, take the placing cards, give the cards to a runner, and help keep the members on schedule and prevent talking.

Runners. Leaders, parents, teens, or members can fulfill this role. Their responsibility is to take the individual placing cards to the tabulating committee.

Tabulating and awards. This subcommittee is responsible for designing and making judging packets, and tabulating the results. To keep track of all participants, the committee should use a 4-H *Tabulation Sheet*, C0117. In a large contest, two scores per class and two to three tabulators are needed. If the contest is small, fewer people are needed. Experience is helpful, but a person who is accurate and can handle figures can be trained quickly.

Supplies. Plan to provide scoring cards as needed, as well as a number of adding machines (tape machine is preferred), (computers, printouts), pens, pencils, and erasers. Double-check all work. Mistakes can cause hard feelings. Plan to present awards following the event or at some other appropriate time. If possible, take pictures of the winners and send them

along with a complete list of all winners to local newspapers, radio stations, and TV stations. Promote 4-H!

Complete results should be posted following the contest, or you may wish to send a copy of the results to all those who participated, or hand the results out to each club after the awards assembly.

Timer. One person is needed to time the classes and let the group know when they are to move. A public address system is helpful, especially in a large contest. Another means of moving people is a loud noise, such as a car horn, a whistle, or other loud noise. A member should have between 5 and 10 minutes to judge each class. Classes with reasons should be given more time (up to 15 minutes). If a group is small, members need not be on a time schedule. When finished with one class, a member could move to another. At a large event, members should be given some time at the end to finish writing their reasons.

Explanation of classes. These results should be discussed with all of the members. The judge should not reveal the official placings until the discussion of the class is complete. The judge may help the members arrive at a correct group placing by facilitating a discussion of each class.

After the Contest

Don't forget to thank everyone who helped. This should be done the day of the contest, and you may wish to send follow-up letters to everyone who helped make the event successful.

JUDGING ETIQUETTE

1. Personal appearance counts!
 - Clean hands
 - Tidy hair
 - Clean clothing
2. Remind members to handle all items or animals with care and leave each class as they found it.

3. Whispering or talking to other contestants is not allowed. Questions can be directed to the person in charge.
4. Give a signal to start judging.
5. Remind members to keep their eyes on their own judging card.
6. If a group of articles is judged, remind members to put each item back in the proper group after looking at it.

ROLE OF PARENTS

Parents can help their sons or daughters:

- Select better stock, seed, feed, or fabrics.
- See why certain products and methods are best.
- Go on tours, trips, participate in judging events.
- Have chances to make decisions and abide by them.
- Learn to choose what will give lasting satisfaction.

Parents can see that their sons and daughters are suitably dressed when going out with the club or entering a contest. Most importantly, they can support and accept the member's performance, whatever it maybe.

4-H COMPETITION MOTTO

"Keep your head when you win and your heart when you lose."

Sometimes leaders and members may dislike the way a committee handles a judging event or disagree with a judge's decision. It is important to try to be fair and reasonable. See if you can state reasons why you disagree. Keep in mind judging is not like scientific testing:

- Even experts sometimes disagree.
- Standards change as research helps us improve practices and products.

4-H Club members should:

- Play fair.
- Respect others' rights to their opinions.
- Keep an open mind.
- Be willing to try again.

We have high standards for our products. As we judge, and in our other 4-H activities: *We need to work for high standards in how we get along with others.*

For a listing of scorecards and additional resources, refer to the General Materials Section of EM2778, *Washington 4-H Projects and Publications*. Obtain these materials from your county Extension office.

JUDGING is selecting by comparing.
JUDGING is a daily experience.
JUDGING is a way of learning.
JUDGING is a way of teaching.
JUDGING CAN BE FUN AND CHALLENGING.

Additional Resources

“Learning About Judging” by Katrina Walker
<http://4h.wsu.edu/projects/judging/Learn-Judging.pdf>

Hormel Livestock Judging System—online calculation
http://4h.wsu.edu/staff/staff_resources.htm



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