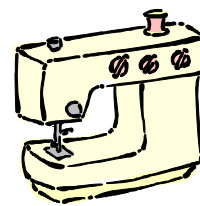
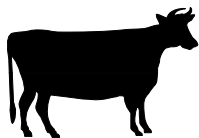




Welcome to Judging in 4-H Ontario!



**Judging is an important tool that you will use in 4-H and
beyond!**

**The Mission of
4-H Ontario:**

“4-H Ontario is dedicated to the personal development of youth while providing a positive impact on volunteers and communities in Ontario.”



The 4-H Pledge:

“I pledge
My HEAD to clearer thinking,
My HEART to greater loyalty,
My HANDS to larger service,
My HEALTH to better living,
For my club, my community and
my country.”

The 4-H Motto:

“Learn To Do By Doing”

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Or contact your local 4-H association!

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Intro
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How are Reasons Evaluated?



Reasons are scored out of 50 and combined with your placings score to create a score out of 100. Judging reasons is subjective because of the differences in the official judges' expectations. Below are some ideas to keep in mind when you're giving reasons. These are what the judges are looking for when they give you your mark:

Content	What did you say? Did you use the correct format?
Accuracy	Are the reasons given accurate and true? (Marks can be deducted for incorrect statements.) Could you answer questions on the class?
Emphasis	Did you stress the major differences between the placings, more than the minor, subjective points?
Completeness	Did you mention all of the major points that determined the placing, or was something noticeable overlooked?
Terminology	Are you using the correct terms and words when referring to the articles?
Presentation	Are the reasons given in a logical order? Did you use short, complete sentences and proper grammar? Was your voice loud, clear and easy to hear?

CONTENT:

- ★ comparative
- ★ specific
- ★ thorough
- ★ complete

FORMAT:

- ★ have an introductory statement (Sir/Madam, I place this class of, 3,2,1,4, or 3,2,1,4 is my placing on the class of))
- ★ identify the class completely and correctly
- ★ logical reasons
- ★ concluding statement
- ★ use correct terminology

PRESENTATION:

- ★ loud, clear, easy to hear
- ★ speak at an even pace: not too fast and not too slow
- ★ maintain eye contact with the judge
- ★ stand comfortably without extra movements
- ★ speak confidently and convincingly
- ★ use correct grammar
- ★ avoid repeating phrases
- ★ no long periods of silence
- ★ use proper pronunciation
- ★ have good enunciation
- ★ avoid reading notes

.....A Few More Things to Remember About Reasons

- ☺ Try to have a mental picture of the class in your head when you give reasons so you can answer questions if necessary. This will improve your reasons, too.
- ☺ You can have the class placed backwards, but as long as the reasons you give are accurate and given confidently, the placings should not influence the mark for the reasons.
- ☺ Your manner, dress, voice, etc. can influence the person listening to your reasons.
- ☺ After giving your reasons, the person listening should have a clear mental picture of the class from the comparisons given by the contestant.
- ☺ Listen to senior members and other experienced members to learn how to give reasons.
- ☺ Talk to professionals in the area who judge situations or classes daily to get pointers (professional judges, livestock producers, clothing designers, chefs, etc.....).
- ☺ Remember, even if you are not an expert reasons giver, you will receive a score for making the effort and using the correct reasons format. Always make the effort to give reasons!



Words To Use & Words To Avoid

<i>Avoid Saying...</i>	<i>Instead, say...</i>
“I would like to see” e.g. “I would like to see 2 wider topped”	“1 places over 2 because she is wider over the topline.” Always use positive reasons, don’t criticize if possible.
“It”	Refer to the article itself, either by number or name. (The red sweater or 2, 3)
“the animal” or “the individual”	Use the correct terminology, “barrow,” “heifer”
“carries” or “carrying” e.g. “He carries it down into a thicker quarter”	Say “is thicker through the quarter,” or “has a thicker quarter”
“Is a heifer that is” e.g. “3 is a heifer that is heavy muscled”	Avoid unnecessary words by saying, “3 is a heavy muscled heifer”
“I placed the number 1 cake over the number 2 cake”	Omit the words “cake” and “number.” Say: “I placed 1 over 2.”
“Kind of” e.g. “A meatier kind of barrow”	Say “a meatier barrow”
“In the order of” e.g. “I placed this class of maple syrup in the order of 1, 2, 3, 4”	Again, avoid unnecessary words: “I placed this class of maple syrup 1, 2, 3, 4”
“I am placing”	Say “I placed”
“Better, good, nice”	These weak statements don’t mean anything. Use comparative words like “stronger, straighter, longer, taller.”

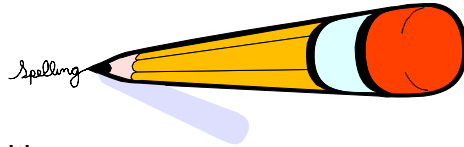
Marking Scheme for Oral Reasons

Mark	Criteria
25	<ul style="list-style-type: none"> ~ minimum score ~ able to stand up in front of the person listening to reasons & comment a little ~ may have correct format
25 - 30	<ul style="list-style-type: none"> ~ sounds unsure of reasons ~ can give at least 1 reason for placing an article over another
31 - 35	<ul style="list-style-type: none"> ~ can give at least 2 good reasons for each placing ~ compares articles but doesn't know terms
38	<ul style="list-style-type: none"> ~ can give at least 2 good reasons for each placing ~ compares articles using correct terminology ~ still using "better", "I think", etc... ~ indicates familiarity with the type of class
40	<ul style="list-style-type: none"> ~ compares articles using correct terminology with understanding ~ at least 75% of the main points that separate individuals in the class are mentioned
44	<ul style="list-style-type: none"> ~ compares articles with correct terminology ~ organizes reasons making it easy for the person listening to understand ~ stresses positive reasons for placing the class ~ uses correct format
46	<ul style="list-style-type: none"> ~ can give reasons without notes ~ 90% of the main points of a class are mentioned ~ uses well organized reasons ~ shows an excellent command of terminology ~ uses correct format ~ could answer questions on the class
48	<ul style="list-style-type: none"> ~ all of the main points that separate the samples in the class are covered ~ excellent organization of reasons ~ excellent command of terminology ~ shows familiarity with this type of class ~ correct grammar ~ good posture ~ pleasant attitude ~ could answer questions on the class
49 - 50	<ul style="list-style-type: none"> ~ same as above ~ reasons are given as the official judge would give them

How do I prepare written reasons?

In some judging competitions, reasons on classes are given in writing instead of orally. These reasons should be given in the same manner as if you were giving them orally. However, there are a few additional points you must consider.

- ⇒ Write or print neatly
- ⇒ Use complete sentences
- ⇒ Be concise and persuasive
- ⇒ Use a clipboard to hold your cards while writing
- ⇒ Use correct spelling, grammar, and punctuation



4-H SAMPLE JUDGING CARD

Name/Number _____ Age _____
Class _____ Club _____

Placing: First _____
Second _____
Third _____
Fourth _____

Placing _____
Score _____
Reason _____
Score _____

Total:

REASONS (list only main points):

I place _____ at the top because:

I place _____ over _____ because:

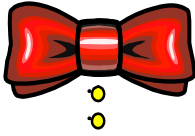
I place _____ over _____ because:

I place _____ over _____ because:

I place _____ at the bottom because:

FOR THESE REASONS I PLACE THIS CLASS OF _____

_____ - _____ - _____ - _____



Judging & Presentation

Presentation is not only an important part of judging, but a skill needed in every day life. You need to have good presentation skills when giving reasons. The following are important points to consider when judging, as well as when giving a presentation in school, to a community group, or at a 4-H conference.

Clothing

Choose clothing that is suitable and appropriate for the event. Your clothes should be neat and clean. If you're part of a judging team, you may wish to dress alike or have team shirts or jackets. Make sure that this is allowed **before** the date of the competition. Make sure you don't wear clothes that draw attention to you instead of the reasons that you're giving. Don't wear hats or revealing clothing when giving reasons.

Confidence

Poise and confidence are an important part of giving reasons or a presentation. Make sure you look at the judge; not down at the ground or off into space. Stand straight with good posture. Speak directly to the judge and loudly enough so he/she can hear you, and slowly and clearly so you can be understood. A conversational tone is best, one that is pitched low and not too loud. Use some variations in your tone to avoid monotony. If you lose your place or have a lapse of memory, just take a deep breath to compose yourself and gather your thoughts, then continue on.

Practice

Confidence and practice go hand in hand. If you spend time practicing, you will gain more confidence. Practice with your club or team, or even on your own. You can make up your own judging classes to practice, or go to your barn with friends and judge livestock. Alternately, how about having some friends over to bake cookies. When you're finished, judge them and give reasons.



What Are Cuts?

To calculate your judging score, the Hormel computer system is used. There is a total of 50 possible points awarded for placings and another 50 for reasons. If you place the class the same as the official judge, your score would be 50. The Hormel computer system calculates the scores that don't match the official placing using "cuts". Cuts are used to demonstrate the difficulty level in a class and to determine the score for the placings of that class. The numbers in the cuts can be low, which means a close placing, or high, which would be an obvious placing.

For example, a cut of 1 or 2 signifies that two articles were close in placing, whereas a cut of 6 would mean that it was an obvious and easy placing. The values of the cuts range from 1 to 9, most of which fall in the middle range. The sum of the three cuts should fall somewhere between 6 and 15.

Examples:

The official judge evaluates the class and decides on their placing, and in this case the class has been placed:

2 - 3 - 1 - 4

The judge then makes up the cuts, assigning numbers to the degree of difference there was between the articles.

Placing	2 - 3 - 1 - 4
Cut	4 2 3

When you hand in your card, the placings are checked and if they are different from the official judge's placing, points are subtracted. The number of points subtracted depends on the cuts.

Calculating Your Score:

Example #1:

Member's Placing:

3 - 2 - 1 - 4

3 over 2 - loses 4 points

3 over 1 - loses 0 points

3 over 4 - loses 0 points

2 over 4 - loses 0 points

1 over 4 - loses 0 points

TOTAL - 4 points

The placing score for this member would be: $50 - 4 = 46$

Official Placing:

2 - 3 - 1 - 4

4 2 3

Example #2:

Member's Placings:

3 - 1 - 4 - 2

3 over 1 - loses 0 points

3 over 4 - loses 0 points

3 over 2 - loses 4 points

1 over 4 - loses 0 points

1 over 2 - loses 6 points (4 + 2)

4 over 2 - loses 9 points (4 + 2 + 3)

TOTAL - 19 points

The placing score for this member would be: $50 - 19 = 31$

Official Placing:

2 - 3 - 1 - 4

4 2 3

Example #3:

Member's Placings:

4 - 1 - 3 - 2

4 over 1 - loses 3 points

4 over 3 - loses 5 points (3 + 2)

4 over 2 - loses 9 points (4 + 2 + 3)

1 over 3 - loses 2 points

1 over 2 - loses 6 points (4 + 2)

3 over 2 - loses 4 points

TOTAL - 29 points

The placing score for this member would be: $50 - 29 = 21$

Official Placing:

2 - 3 - 1 - 4

4 2 3

The placing score out of 50 is added with the reasons score out of 50 to give a total out of 100.





How To Use This Toolkit

4-H Members...

Will find the judging scorecards very helpful, especially if there is an upcoming judging competition.

Junior members, or those inexperienced at judging, will benefit in particular from the introduction to judging section.

4-H Volunteers...

Are encouraged to copy sections from this toolkit as needed. You may wish to use some of the judging activities at meetings, or use the toolkit to guide members learning how to judge and give reasons.

The judging competition section will be helpful for anyone involved in running a judging competition or interested in doing so.

Judging scorecards can be useful to have on hand at meetings or as preparation for a judging competition.

Volunteers are also encouraged to copy templates to use at meetings or competitions, or to have on hand in case requested by a member.

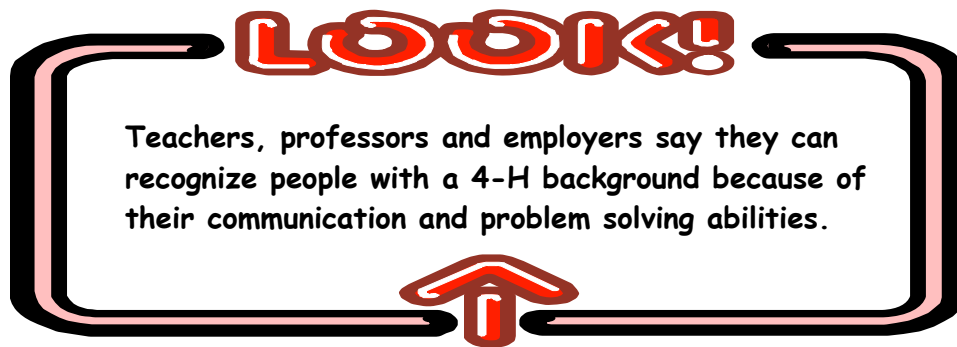
Feel free to use what you want and incorporate it in whatever way you want. Use this toolkit as a guide and have fun!

4H
Ontario



WHY SHOULD I JUDGE?

- ✓ Gives you confidence.
- ✓ You gain a sense of accomplishment.
- ✓ You learn how to make a choice.
- ✓ Improves your memory.
- ✓ You learn to assess the positives and negatives of a situation.
- ✓ Teaches you to organize your thoughts and to think while you're talking.
- ✓ Helps you communicate your ideas clearly so others can understand.
- ✓ You learn to choose articles based on their quality; not what somebody tells you.
- ✓ You judge everyday of your life. (At the grocery store, selecting a herd sire, clothes you wear, what you will have for breakfast, your hair style, what jeans to buy).
- ✓ Assists you in making networking connections with professionals involved in your area of interest. (Beef, Dairy, Sewing, etc....)



WHY DO I HAVE TO GIVE REASONS?

You give reasons to support your placings. In other words, you explain why you placed the class the way you did. Although giving oral reasons can often be a difficult task, they are necessary to explain your placings, as well as having other benefits:

- ⇒ You learn to become organized.
- ⇒ You learn to recall an event in your mind that happened earlier.
- ⇒ You learn to express your ideas clearly to others.
- ⇒ You learn to speak more clearly.
- ⇒ You learn to defend your decision.
- ⇒ You learn to sell yourself and your ideas.
- ⇒ You improve your presentation skills.
- ⇒ You build confidence in yourself and your skills.
- ⇒ You improve your public speaking skills.



How Do I Judge?



In order to be a successful judge, use the steps below to compare the articles in each class. You will use this process long after your 4-H career, and it can be applied to any class, from livestock, to clothing, to photography, as well as later in life: from shopping, to selecting a herd sire, to choosing a career.

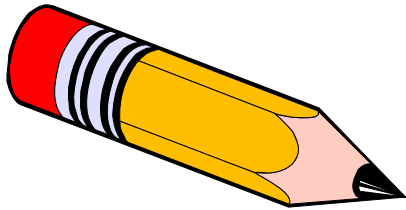
- ✦ 4-H judging classes will always have 4 articles to compare.
- ✦ They will be numbered from 1 to 4, left to right. (from behind in livestock classes)
- ✦ Read the class title correctly, it will give you clues for points to consider. (Market heifer class compared to breeding heifer class, cooking apple class vs. table apple class.)
- ✦ Learn and practice using the correct terms of the articles that you will be judging. (Pin bones, flat boned, sweet, salty, pleating, topstitching....)

Judging Steps:

1. Picture in your mind the "ideal" sample or animal. (The perfect chocolate cake, the grand champion heifer at the show, first place pie, the ultimate breeding ewe....)
2. Start by comparing each article in the class with the other articles, keeping in mind the ideal sample. Stand back and look at the whole class from a distance, then examine each article closely. The article that most resembles the ideal will be first, and so on.
3. See the articles in the class as they are, not as you'd like to see them. Don't get caught up on one characteristic only. You must keep in mind all of the strengths and weaknesses of each exhibit.
4. Remember the scorecard for the class. If hindquarters are worth the majority of the scorecard, make sure the first place animal has the most desirable hindquarters. Remember to use scorecards as a guide. Do not assign numerical values.
5. Work on your own. Discussing the class with others can confuse you, and is often not allowed, especially at competitions.
6. Don't read anything into the class or play hunches. Don't spend your time trying to out-guess the official judge. You'll end up out of time and without a placing.
7. Try to have a tentative placing before too much time has passed, or you may find yourself without any time to make reasons.
8. Make your easiest placing first. Some people like to start at the top of the class; others like to start at the bottom. Often, it's easier to select your top and bottom placings and then place the middle.
9. Remember that your first impression is usually the best. Don't change your placing unless you find that you've missed an important point.

10. In order to make your comparisons easier, make note of a close top pair, an easy bottom or a close middle placing.
11. Look more closely at the articles' important characteristics and base your placings on these. If there are two articles that are very similar in main features, look for less important points. Often you hear judges say there was only one characteristic that separated the first from the second, and sometimes it is a minor characteristic.
12. Remember to be practical when you're considering the flaws in the articles. (A ripped seam can be fixed but a large tear can't be. A stylish dairy cow won't last in the herd if she has weak legs.)
13. Make sure you look at the items from front, side, and rear. If permitted, make sure you taste food items, touch livestock, handle clothing, etc....because looks can be deceiving.
14. Stand back from the class before making your final placing. Make your own decision and ignore comments from other members. Don't compare your placings to other members or you may be tempted to change them.
15. After placing the class, make sure that you have notes or point form reasons prepared if you're giving oral reasons on the class. Make sure you also have a clear picture of the class so you can recall it while giving reasons.
16. Before handing in your card, check that the placing on your notes matches the placing on your card.
17. Take a few minutes to practice your reasons.





How Do I Take Notes?

It's usually a good idea to take a couple of notes on the class, even though you don't read them. They are used as a reference while giving your reasons. As with everything else about judging, there are several different methods of taking notes. The most important thing to remember when taking notes is not to write them word for word. Just use short, point form notes to help jog your memory of a particular article. Below are several different ways to set up your page for taking notes. A blank sheet that is set up like each of the ones found below is found at the back of your book.

1	2
3	4
3-1-4-2	

A

<u>1-3-2-4</u>	
1	2
3	4

B

4-1-3-2	
1	
2	
3	
4	

C

Method A:

Divide the majority of your page into 4 and put the identification number in the upper right hand corner. You can then take notes and put the placing at the bottom of your page. The placings for this class are 3,1,4,2. This is often the preferred method.

Method B:

Divide your paper into 4 and place the identification number in the lower right hand corner. You can then take notes on all the articles in the class and put the placing in the upper right hand corner. The placings for this class are 1,3,2,4.

Method C:

Leave a space at the top for your placings and put the identification numbers down the left hand side and make your notes. The placings for this class are 4,1,3,2.

TIP: Before the competition, take your notebook and prepare the pages with one of the methods for taking notes. Be sure to make extra pages!

Make sure you have the correct identification numbers with the correct article. When you approach the class, write down the major things that appear to you first. (Size, colour, shape...).

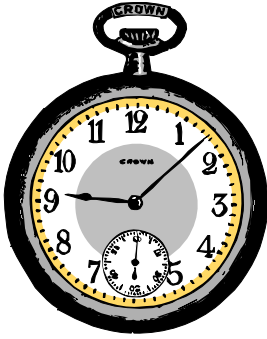
When you write down a tentative placing, remember that your first impression is usually the best. You don't want to spend too much time making a decision, because you need to take notes for reasons. If you spend your time writing, you won't be viewing the articles to get a mental picture of them when you give reasons. As a result, you will end up reading your reasons.

The notes you take should be brief, no matter what method you use to write them down in. The following is a good example of short, brief notes.

Hereford Breeding Heifers: 2-3-4-1	
1	<ul style="list-style-type: none"> - weak on top – sickled legs - unbalanced - narrow - dark brown heifer
2	<ul style="list-style-type: none"> - tallest – longest – deep - best legs – winner?
3	<ul style="list-style-type: none"> - wide, good round – deep - ok legs – not that stylish
4	<ul style="list-style-type: none"> - straight legs – wide loin - shallow - ok round and size

White Bread: 4-2-3-1	
1	<ul style="list-style-type: none"> - yeasty aroma - overly large air cells - thick, hard crust
2	<ul style="list-style-type: none"> - sweet aroma - uniform inner texture - cracks in crust
3	<ul style="list-style-type: none"> - well proportioned - soggy crust - many dark streaks
4	<ul style="list-style-type: none"> - golden brown, crisp crust - sweet flavour - smooth, springy texture

Don't waste time! If you finish judging early, spend your time looking at the articles to get a clear picture of them in your mind. With that picture, you will be less likely to read your notes. You can also use any extra time to practice giving reasons.

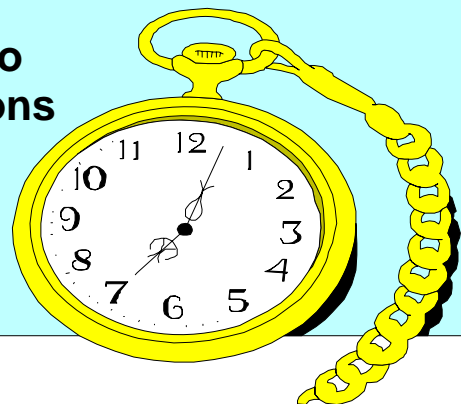


How Do I Manage My Time?

With most judging classes, you are given 10 to 15 minutes to judge your class, come up with your placings and your reasons. If you take too long placing the class, you often begin to second guess yourself. Remember that your first impression is usually the best.

TIME (minutes)	ACTIVITY
2 - 3	Stand back and look at the class as a whole. Then move in and take a quick look at each article.
1 each (total of 4 for 4 articles)	Spend 1 minute per article making notes of good and bad characteristics.
3 - 4	Decide how each article compares to the others, using your notes as a guide.
5	Decide on your final placing and practice your reasons.

TIP:
To save time, try to make your decisions early so you have time to write your reasons.



HOW DO I GIVE REASONS?

When you're just beginning to learn to judge, it's best to start with the simple, basic method of giving reasons. As you become more experienced, you can expand on your form, especially your terminology. You will find the basic format for giving reasons on the next page.

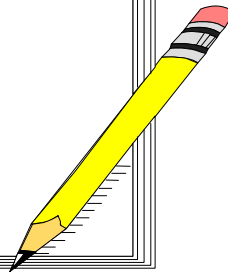
REASONS are given to explain why you placed the class the way you did. Your reasons should be brief, clear, and convincing. It is much like trying to justify to your parents why you should have your own car, why you should be allowed to have a dog, or which heifer you should get as a replacement heifer for your herd.

A set of reasons is meant to **COMPARE** the differences in the articles that were judged. Your reasons explain why you placed the class the way you did. The most important reasons should be first, and the least important last. Make sure you aren't just describing the articles; you must compare them. Try to have at least two or three points for each comparison. This will ensure that you stay in any time limits. As you gain confidence and experience, you may wish to add more reasons. See what works for you.

Example of Comparing:

If this class was placed 1,2,3,4

I place 2 over 3: 2 is more stylish and more balanced than 3. 2 also has stronger pasterns than 3 and shows more muscling through the shoulder.



Obviously the first place article is the best in the class, but the second place article may have a characteristic that is superior to the first.

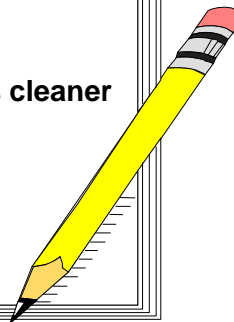
It's okay to mention the good qualities of a lower placed article. This is called **GRANTING**. This is important to remember, especially when explaining your last placing.

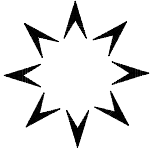
Mention a close or easy placing. Sometimes, there may only be one reason for a placing.

Example of Granting:

If this class was placed 2,4,3,1

I place 4 over 3. While this is a close placing, 4 is cleaner with a flatter zipper. 4 also has the advantage in evenness of hem, however, I do grant that 3 has less puckering.





IMPORTANT:

- ✓ **Even though you take notes on the class, try not to read your notes word for word, just use them as a reference.** Once you have more judging experience, you won't need to use your notes at all, and some judging competitions don't allow notes to be used.
- ✓ Make sure you use the correct terminology for each specific item. **(Heifer, ram, gilt pinbones, tail feathers, pleats, hemline, lattice top crust, polyester blend....)**
- ✓ **Don't use terms that don't apply to the class:**
Remember that not all terminology applies to all classes. Just because sheep should have muscular loins does not mean that you should use that reason when judging dairy calves or chickens.
- ✓ When giving your reasons, **avoid using terms that you don't understand or can't explain.**
If you don't know what dairy character is, don't say a heifer has good dairy character. Similarly, if you don't know what topstitching is, don't say that a shirt has better topstitching than another.
- ✓ If you can only find one good point to say about an article, then say it; never make up a point just for the sake of saying something.
- ✓ Be sure to use the numbers of the articles often enough for the person listening to follow your thinking easily.
- ✓ Remember the three P's of giving reasons:
Be Positive, Be Pleasant and Be Precise

LOOK!

REMEMBER, IF YOU GIVE A GOOD SET OF REASONS TO BACK UP YOUR PLACINGS, YOU'LL GET A GOOD MARK EVEN IF YOUR PLACING IS DIFFERENT FROM THE JUDGES.



Reasons Format

I place this class of _____, _____.
(name of class) (your placing, ex: 3,1,2,4)

I place _____ at the top of the class: _____.
(3) (explain why)

I place _____ over _____ because _____.
(3) (1) (explain why)

I place _____ over _____ because _____.
(1) (2) (explain why)

I place _____ over _____ because _____.
(2) (4) (explain why)

I place _____ at the bottom/last because _____.*
(4) (explain why)

For these reasons I place this class of _____, _____.
(name of class) (your placing, ex: 3,1,2,4)

* NOTE: If you give good reasons why the 3rd exhibit places over the 4th, it is often unnecessary to give reasons for placing the 4th placed article last, or on the bottom. It is important to try to be positive at all times. Check with your leader to find out which format your association prefers. Make sure to check BEFORE the judging competition.



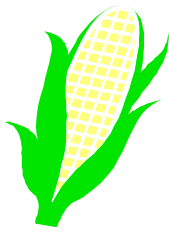
Do's and Don'ts of Giving Reasons



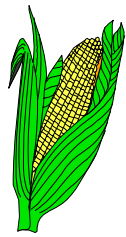
DO REMEMBER TO.....	MAKE SURE YOU DON'T.....
Be confident in yourself	Chew gum or tobacco
Use the correct judging format	Make up reasons or use ones that don't apply
Look the judge in the eye when speaking	Fidget, sway, or make distracting movements
Have good posture	Rely on only one reason
Practice	Just <i>describe</i> the articles
Use a strong, clear voice	Read your notes
Keep your reasons brief and to the point	Mix up your numbers on your card & notes
Give attention to your appearance & clothing	Take more than 2 minutes to give reasons
Be POSITIVE!	Apologize for your placings
COMPARE instead of describing	Say "I think" or "I guess" or "I believe"
Use correct terminology	Smoke
Start with the most important points	Run out of time for judging the class
Be convincing	Stand too close to the official
Give the article on the bottom credit: GRANT!	Talk too quickly
Be accurate and truthful	Wear inappropriate or distracting clothing
Be prepared for the classes	Say "nice" or "better"
Be relaxed	Wear a hat
Vary your reasons	
Be on time to give your reasons	
Remember what the class looks like	
Vary the tone of your voice	
Use "er" words, like taller, longer, deeper	



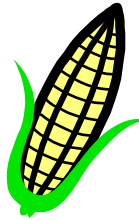
JUDGING



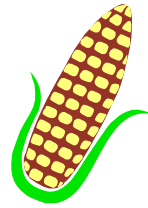
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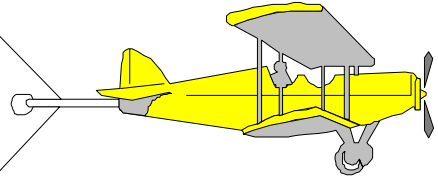
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4

ACTIVITIES

Activity #1: Presentation Power



Before You Start:

- Prepare a class of 4 simple, familiar articles. (pens, pencils, cookies, mugs etc.)
- Have members judge the class and prepare a short set of reasons

Presentation Power Instructions:

1. Write a different personality type on four different cards.
2. Distribute cards to members instructing them not to show anyone. Give these members an opportunity to re-read their reasons and get into character. (Costume items might also help motivate the performances. Have fun!)
3. The remaining members will be judging the reasons given by the other members. It is their job to listen, watch, and critique the performances. This way the do's and don'ts of giving reasons are clearly seen.
4. Give each reason giver the opportunity to present their reasons to the judges.
5. The judges should now give the official placing.
6. Ask the members to discuss the different style of giving reasons. Who gave the more convincing reasons? Why were they convincing? Which style wasn't the strongest and why?

Personality Types

Over Confident - aggressive, pushy, loud voice, invading personal space

Shy - quiet voice, eyes facing the floor, slumped shoulders, minimal movement

Nervous - stuttering, eyes darting around, knees knocking, hands shaking

Confident - clear voice, good eye contact, straight posture, friendly smile

Sample Reasons

Good afternoon. I place this class of pencils 4, 3, 2, 1.

I place 4 at the top for its strong, clean lines, firm eraser and sharp end. It is visibly appealing and comfortable to hold.

I place 4 over 3 for the obvious difference in lead. 4 is sharper and more functional. It also has a more comfortable shape and size.

I place 3 over 2 on the basis of the practicality of the eraser. 3 has a larger, firmer eraser with less signs of wear. I do, however, grant 2 a darker, deeper coloured line.

I place 2 over 1 because it is more comfortable to hold and has a more functional eraser. 2 is much longer than 1 and exhibits fewer signs of chewing. However, I give 1 the advantage in sharpness of lead.

For these reasons I place this class of pencils 4, 3, 2, 1. Thank you.

Activity #2: **Convince Them!**

An important part of giving reasons and judging is to be convincing. You can have the placings backwards, but as long as the reasons are convincing and presented with confidence you will still get a good mark. The following activity is designed to demonstrate this.

Before You Start:

- Arrange for senior members, judges or leaders to attend the meeting
- Select a relatively easy, club-related class of four articles or animals

Convincing Judging Instructions:

1. All members and any arranged guests are to judge the class.
2. Ask 3 – 5 senior members, volunteers or judges to prepare varying levels of “convincing” reasons.
3. Ask the participants to follow the below scenarios:
 - One person should give reasons as they normally would.
 - Another should give reasons in the correct order, but with weak terminology and a lack of confidence,
 - Another should give reasons with decent terminology, but with terrible format and a medium level of confidence.
 - The last person should give reasons with an obviously incorrect placing, but with excellent terminology, format, confidence and presentation skills.

After completing the activity discuss how the reasons were given. Who gave the best reasons? Why? Who had the correct order? How were their reasons compared to the others?





Activity #3:

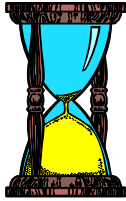
THE RIGHT TERMINOLOGY

When giving reasons, using the correct terminology for the class being judged is essential. This activity will highlight how the content of your reasons is very important. Ask some senior members or volunteers to help with this activity.

Instructions:

1. Read this judging toolkit, especially the sections on reasons format, do's and don'ts of giving reasons and words to use and words to avoid.
2. Choose a very simple class of four articles to judge (apples, coffee mugs, pencils, pens, cookies). Provide a scorecard for newer judges, if possible.
3. Have members place the class and prepare to give reasons.
4. Ask four senior members, leaders or volunteers to give reasons aloud to the group, using the below specifications.
 - ★ One reason giver should use incorrect terminology when giving their reasons. The terminology should not apply to the class. For example, they could use maple syrup or bread terminology to describe cookies.
 - ★ The second reason giver should give their reasons with the correct terminology, but with poor format and style. They should use words like nice, good and better, therefore being unspecific and vague in their reasons.
 - ★ The third reason giver should use the correct terminology for the class and follow the guidelines on words to use as outlined in the toolkit.
 - ★ The last reason giver should use some correct terminology for the class, but should also use a few terms that don't apply.
5. The members should listen to all of the reason givers, possibly making a few notes on the four sets of reasons.
6. Ask the members to discuss which style was the most effective. How important was it to use the correct terms to describe the class?
7. Members should now give their reasons on the class, either aloud or to club volunteers.

After completing the activity, ask the members what they learned and if the activity helped improve their reasons.



Activity #4: 15 Minute Judging

The standard time limit at most judging competitions is 15 minutes to judge, place, and come up with your reasons for the class. On non-reasons classes, the usual time limit is 8 to 10 minutes. It is therefore a good rule of thumb to allow yourself only 10 to 15 minutes whenever you judge a class, whether you're practicing with your club, friends or on your own.

These guidelines may seem short, but if too much time is spent judging a class, your first impression can become lost and you might end up second guessing yourself.

15 Minute Judging Instructions:

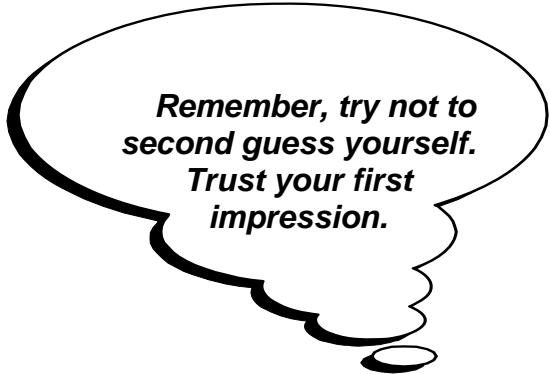
1. Choose a very simple class to judge. (4 eggs, 4 apples, 4 flowers, etc...)
2. Before judging begins, look over the page, "How Do I Manage My Time?" This could be done as an activity in pairs, individually, or as a club.
3. Follow the guidelines outlined in "How Do I Manage My Time." This can be accomplished by having one person keep track of time.
4. After the 15 minutes are up, members should give reasons aloud.

While this was a simple class, the concept can be carried over to more complicated classes that could be found at judging competitions.

Alternate Activities:

- 🕒 Try judging a simple class using only your first impression. In this activity, give members a maximum of 3 minutes to judge the class. Senior members can also try to give reasons while looking at the class.
- 🕒 As an introductory activity, choose a simple class like chocolate chip cookies. Hold up two of the items in the class and ask members to form a line behind which article they like better. Ask each person in the line to quickly give one reason why they chose the article they did. You can repeat this with other articles or classes, getting members to use only their first impressions.

Discuss whether first impressions would have been different from a final placing if more time had been given. Were members satisfied with their placings based on first impressions alone?



***Remember, try not to
second guess yourself.
Trust your first
impression.***



**RUNNING A
GREAT JUDGING
COMPETITION**

Judging Competitions: An Introduction

Why hold a judging competition?

- ✓ It's fun and informative
- ✓ Teaches decision making skills
- ✓ Encourages 4-H spirit and enthusiasm
- ✓ Helps members to formulate sound reasons, as well as developing and supporting their opinions
- ✓ Good publicity: Increased enrollment in clubs due to exposure through judging
- ✓ Provides members with the opportunity to broaden their horizons by learning about different clubs
- ✓ Opportunity for members to use public speaking and presentation skills

When Organizing....

- ✓ Start a judging competition committee. This could include leaders and volunteers as well as senior members.
- ✓ What is the objective of the competition?
 - Do you want the emphasis to be on fun and learning?
 - Do you want the emphasis to be on competition?

Ensuring a Good Turnout:

- ✓ Make it fun; add new and unexpected classes.
- ✓ Get the members involved, especially any youth leaders.
- ✓ Advertise! This could be done through leaders, clubs, local newspapers, 4-H newsletters, and don't forget the 4-H website!
- ✓ Have refreshments!
- ✓ Clubs sometimes decide to make the local judging competition mandatory.
- ✓ Break up the judging with activities, demonstrations or social recreation.
- ✓ Add a fun component like a dance, banquet or rural Olympics.





The Judging Competition Committee And Registration

Before the judging competition, the organizing committee needs to make some key decisions....

Purpose

- ✓ Is the competition going to be educational, promotional, fun, or entirely competitive?

Awards

- ✓ Are prizes going to be awarded? If so, when and how many?

Divisions

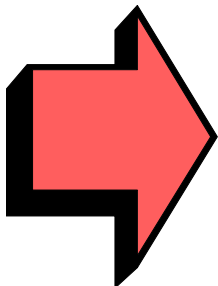
- ✓ How are members going to be divided? Generally, three or four divisions are used: novice, junior, intermediate, senior and open (parents, leaders etc.)

Classes

- ✓ How many classes will there be? How many of these are reasons classes?
- ✓ Do all members give reasons on the same classes?
- ✓ Try to have at least one unique or different class.
- ✓ Ask local farmers, producers or clubs to provide classes.
- ✓ Consider basing types of classes on types of clubs in the association.
- ✓ Consider having judging clinics either before or at the competition.

Groups and Numbers

- ✓ Members should be grouped either ahead of time or randomly as they register.
Tip: If there are 9 classes, there should be 9 groups. Nametags, letters or colours can help designate these groups and ensure that members stay in them.
- ✓ Numbers can be pre-assigned or given out as members register. These numbers should then be written on their nametag and judging cards.
- ✓ Schedules should be distributed or posted so members know which class to judge first. It's a good idea to let members know the classes in advance.
- ✓ Assign volunteers or senior members to groups to act as supervisors.



Example:

At one judging competition, members were assigned numbers within their division as they registered. Juniors were 100s, intermediates 200s, etc. They were also randomly assigned colour groups. The members in the yellow group received a list of classes with class C circled. This meant they started at C, then did D, E, etc.



The Committee Binder...

You may wish to keep a binder or folder of information and forms that were useful in planning and organizing the judging competition. This folder can be very useful in future years, especially if committee members change.

You don't need to spend a lot of time creating a judging competition binder. Just put anything that you found relevant into the folder for future years. Here are some ideas for things you might want to include:

- ⇒ **The 4-H Ontario Judging Toolkit!**
- ⇒ contact information
- ⇒ list of official judges
- ⇒ invoices, any expenses, a budget
- ⇒ list of responsibilities
- ⇒ division of labour
- ⇒ rotation system for judging
- ⇒ blank judging cards
- ⇒ minutes from any organizational meetings
- ⇒ schedules
- ⇒ scorecards to be posted, list of classes judged
- ⇒ preferred reasons format
- ⇒ final evaluations and feedback, comments or suggestions

Here's a list of volunteers you should keep on hand. This list will vary depending on the size and format of the competition.

- ◆ emcee
- ◆ class coordinator, card runners
- ◆ official judges and reason takers
- ◆ social rec/snack organizers
- ◆ registration desk
- ◆ computer operators, card sorters, time keepers
- ◆ advertising/marketing/publicity
- ◆ awards committee, if any

More Tips:

- ★ Have a few meetings before the actual competition. Do them far enough in advance to decide classes, judges, recruit volunteers etc. Don't just stick to leaders. Parents may be willing to help with registration, snacks, time keeping, or as group leaders. Senior members might also be invaluable. If the competition is mandatory for members, perhaps a senior member who volunteers at the competition could substitute that for participating.

Class Ideas

Here are some ideas for classes. Some are traditional and some a little more unique. Don't be afraid to throw in a new and different class. If nobody's familiar with it, at least they're all on the same level.

- Dairy (different breeds and ages)
- Beef (breeds, ages, breeding, market)
- Horse (light, heavy)
- Sheep (market, breeding, wool)
- Goat (milking, market, kids)
- Rabbit (breeding, market, wool)
- Cavies (breeds)
- Swine (breeding, market)
- Chicken (breeds, live, dressed)
- Meat Carcasses
- Eggs
- Llamas
- Pigeons
- Hay (bales, standing, silage, haylage)
- Grain (sheaves, seed, field)
- Honey (different grades)
- Maple Syrup (different grades/colours)
- Produce
- Flowers (cut, bouquets, plants)
- Clothing (e.g. Shirts)
- Wearable Art
- Safety plans
- Landscaping plans
- Tack boxes
- Halters
- Work boots
- Snacks (nutrition, cost)
- Cooking utensils
- Crafts (needlepoint, knitting, toys)
- Baked goods, cooking
- Small engines
- Art, photography (folk art, tole painting)
- First Aid kits
- Posters
- Quilts
- Preserves (jams, jellies, pickled, relish)
- Kites
- Scrapbooks
- Woodworking
- Wool (fleece, yarn, spun fibres)
- Writing utensils
- Budgets
- 4-H Display Boards/Exhibits
- Tackle Boxes
- Rope Halters
- Clothing (shoes, coats etc.)

Quiz Question Ideas:

- Agriculture ministers
- Local Association executive
- Weed identification
- Crop identification
- Sewing equipment
- Art supplies
- Tack/showing supplies
- Beef and/or dairy fitting
- Parts of animal
- 4-H Opportunities
- Spice of Life questions
- Animal Health supplies
- 4-H History and General Knowledge



During the Competition...

At the Beginning of the Class

- ★ In order to avoid waste and to save time, try handing out judging cards at the start of each class, instead of preparing packages of cards in advance.
- ★ Have scorecards or guidelines posted for each class. These don't need to be in-depth or include any terminology, but they should give an outline for judging.

Supervising the Class

- ★ A senior member, leader or volunteer should be present to supervise each class. They can be group leaders and move with the group or can remain at each class.
- ★ Suggestion: A senior member could be the group leader for a novice group and assist them with understanding scorecards and with reasons format. They could also move between classes with the group.
- ★ It is important to stress that members should work independently. Try to limit discussion and small groups of members judging classes together.

Moving Between Classes

- ★ It is usually easiest for members to move from class to class, but sometimes the classes move.
- ★ Runners or a car horn (or whistle, or cow bell) can signal the end of each class.
- ★ Group supervisors should ensure their group moves at the proper time, not before or after.
- ★ **Tip:** Have group supervisors wear a distinctive hat or hat band with the group identifier clearly visible (A, B, C; 1, 2, 3; Red, Green etc).
- ★ Time stipulations for each class depend on the type and reasons/non-reasons designation.

Card Runners

- ★ Many competitions have volunteers who act as runners and deliver cards from the classes to the tabulators.
- ★ Judging cards should be collected immediately after the end of each class.
- ★ Runners should double check that they have all of the cards!
- ★ The committee might want to discuss responsibilities and proper procedure with the runners prior to the competition.

Quiz

- ★ Competitions often have a general knowledge quiz, a project specific quiz, an identification quiz or a combination of all three.
- ★ Remember to make the quiz short enough in order to have the same time limits as the other classes. If not, it could be done either before or after the other classes.
- ★ Remember that junior members read more slowly than senior members, and time the quiz accordingly.
- ★ Members may also have reading difficulties, so volunteers should be alert and ready to help with any questions.
- ★ Refer to the “Class Ideas” page for some quiz question ideas.

And Finally...

Snacks

- Are always welcome. These can be provided through fundraising, donation or sponsorship.
- Could be provided by members of a cooking or food club, especially if they are not judging in the competition.

Don't Forget the Social Rec!

- Social Recreation can be a great way to have fun and meet new people before, during or after the judging competition.
- Demonstrations by club (especially if they're new) can be a great promotional tool.
- Dances, banquets and activities like rural Olympics require more planning, but can be a lot of fun!

TAKING REASONS AND GIVING THE “OFFICIALS”

Selection

- ◆ The organizing committee should ask leaders, judges, volunteers or producers to be reasons takers and/or official judges.
- ◆ The official judges and reason takers could also be the class supervisors, depending on the organization of the event.

Timing

- ◆ The committee should decide if reasons will be given:
 - at the end of each class in a specially allotted time
 - during the class whenever they're finished judging
 - after all of the classes have been judged
- ◆ The committee should also decide on the time limits for each class and if these limits differ depending on reasons or non-reasons designation. These should be explained to the volunteers as well as the participants.

Official Reasons

- ◆ The official judges usually give their placings, reasons and cuts at the end of the competition.
- ◆ Discussion and questions for the official judges may also occur.
- ◆ The answers to the quiz(zes) would also take place after completion of judging.

Some Tips for Reason Takers:

- All reason takers should look over the judging toolkit, especially the sections on giving reasons.
- Reason takers should each be given a copy of “Reasons Format” (page 11), “How are Reasons Evaluated” (page 13) and “Marking Scheme for Oral Reasons” (page 16) from the toolkit in advance of the competition.
- Reason takers should meet and discuss how they will ensure consistency when marking reasons.
- Reason takers, along with the committee, should decide on the correct reasons format. (See note on page 11 regarding the bottom placing.)
- Members should be made aware of the association’s preferred format.
- It might be a good idea for reason takers to listen to a few sets of reasons together and collectively score them, in order to maintain uniformity.
- If there are volunteers taking reasons for the first time, make sure that they fully understand the preferred format, terminology etc.

Sample Schedules

Here are two sample schedules of a judging competition. These are meant to be used as a guide, or as a way to generate some ideas for your own competition.

Example #1:

1:00 p.m.

Registration

- groups assigned, schedules and competitor numbers distributed

1:30

Welcome and Introduction

- agenda outlined
- judges, reason takers and volunteers introduced
- introduction of any special guests
- classes and rotation explained
- refreshments provided

2:00

Judging (15 Minutes each)

- Group A – Dairy (reasons)
- Group B – Goat
- Group C – Rabbits
- Group D – Bread (reasons)
- Group E – ID Quiz
- Group F – Hay
- Group G – Photography (reasons)

Groups rotate until they have judged all classes.

5:00

Supper (barbeque, drinks, ice cream provided)

6:00

Reasons

- reasons given on dairy, bread and photography
- contestants can give reasons in whatever order they choose

7:30

Official Placings and Reasons by Official Judges

8:15

Thanks You's and Announcements

Example #2:

- 6:00 pm** **Registration**
- groups assigned, schedules and competitor numbers distributed
- 6:30** **Welcome**
- agenda outlined
- 6:45** **Judging - Rotation #1 (15 minutes each)**
Group A – Dairy (reasons class)
Group B – Bread (reasons class)
Group C – Photography (reasons class)
Group D – ID quiz
- 8:00** **Judging – Rotation #2 (10 minutes each)**
Group A – Goat
Group B – Rabbits
Group C – Hay
Group D – break
- 8:45** **Reasons**
- 9:30** **Official Placings, Thanks You's, Announcements**

Please note: Awards are often given out at the competition if time allows. If you wish to present awards at the end of the event, time and volunteers are needed.

JUDGING BAKED GOODS

Baked goods are displayed in competition to illustrate the high quality of the workmanship. They should set the standard of excellence for the product.

Here are some points to remember when judging baked goods:

Since baked goods are made to be eaten, tasting is an important part of judging food. The flavour should be characteristic of the food and not overpowered by any one ingredient.

- ◆ Aroma, or how the food smells, ties in with flavour in the judging scorecard.
- ◆ In the event that tasting is not permitted when judging baked goods, the judge must rely heavily on aroma and texture.

Texture is the way a product feels or looks.

- ◆ It can be judged on qualities such as toughness, elasticity, flakiness, gumminess, stringiness, crispness and slicing quality.
- ◆ The texture will vary with the type of food, so pay attention to the type of class.

Judges should be certain that the food has been completely cooked or baked.

- ◆ Baked goods containing whole grains will have a smaller volume and coarser texture.
- ◆ Foods cooked in a microwave oven will not have the characteristic brown colour of items baked in a conventional oven.

BAKED GOODS

PERFECT SCORE

FLAVOUR AND AROMA

40

- appropriately sweet, salty, spicy, tart or bland, depending on product
- nice mix of flavours; no one flavour is too strong
- appropriate aroma for the baked good
- free from inappropriate odours

GENERAL APPEARANCE

30

- pleasing, appetizing appearance
- appealing colour
- proper size and shape

INTERNAL APPEARANCE

30

- appropriate texture for item
- even colour, appropriate to item
- free from streaks
- appetizing texture

ADVANCED JUDGING IDEAS

For more experienced or senior members, there are other categories to be considered when judging baked goods:

NUTRITION

- does the product provide adequate nutrition
- are ingredients high in fat? Is sugar and salt kept to a minimum?
- are whole grain ingredients used?
- has Canada's Food Guide been considered when preparing the food?

CALORIE BREAKDOWN

- what is the calorie content of each sample?
- is the product nutrient-dense? (with a high number of nutrients in proportion to the calorie content)

COST

- does the product provide good food value for the money spent?
- consider cost per serving

The following scorecard could be used when considering the above factors in judging baked goods:

GENERAL APPEARANCE	20
INTERNAL APPEARANCE	20
FLAVOUR AND AROMA	30
NUTRITION AND COST	30

YEAST BREAD AND ROLLS

PERFECT SCORE

FLAVOUR AND AROMA

40

- sweet and nutty
- aroma should be sweet, not yeasty

GENERAL APPEARANCE

30

- size and shape: well proportioned
- even, golden brown colour, top and bottom
- tender yet crisp crust
- crust about 3 mm thick
- rounded crust, free from cracks or bulges

INTERNAL APPEARANCE

30

- texture: soft, smooth, silky, springy crumb
 - small, evenly distributed cells
 - colour characteristic of type of bread/roll
 - uniform; no dark streaks
-

TIPS FOR JUDGING BREAD AND ROLLS:

- White breads should be golden coloured on the outside and creamy white on the inside.
- Whole grain breads should have a brown crust, a good distribution of grain and a moist, elastic crumb.
- Sweet breads should have a golden brown exterior with a yellowish grain. The taste should be sweeter than regular bread.
- Rolls should be evenly shaped with rounded tops. They should have a brown or golden-brown crust. The texture is finer than bread, and more elastic.

CLOTHING

PERFECT SCORE

WORKMANSHIP (from the outside)

50

- clean, well pressed
- garment is cut on grain of fabric
- pattern runs in same direction on each piece
- all patterns are matched
- trims or fasteners are sewn on neatly and securely
- topstitching is straight, even and of correct length
- buttonholes, belts, pockets, collars or cuffs are well made
- zipper lies flat, is covered and is neatly stitched
- gathers, if any, are evenly distributed
- set-in sleeves are smooth, with no puckers
- garment hangs well, with no puckers or pulls
- hem area is smooth with no puckers or stitches showing

WORKMANSHIP (from the inside)

30

- interfacing and lining are of suitable type and weight
- lining and interfacing are attached correctly
- stitching is of even length and tension
- seam finish suits fabric and is neat
- dart stitching tapers gradually
- seams are trimmed and graded to reduce bulk
- facings are flat, smooth and do not roll to outside
- curved seams lie flat without puckering
- hem is of even width; secure and well attached

DESIGN, COLOUR AND MATERIALS

20

- choice of design, colour and materials shows creativity and individuality
- up to date style, suitable for intended use
- fabric, trims and notions are suited to intended use

ADVANCED JUDGING IDEAS

Senior members could take other factors into consideration, such as:

Cost of Construction:

- cost of fabric, notions
- time involved
- wearability of garment

Washing Instructions/Care:

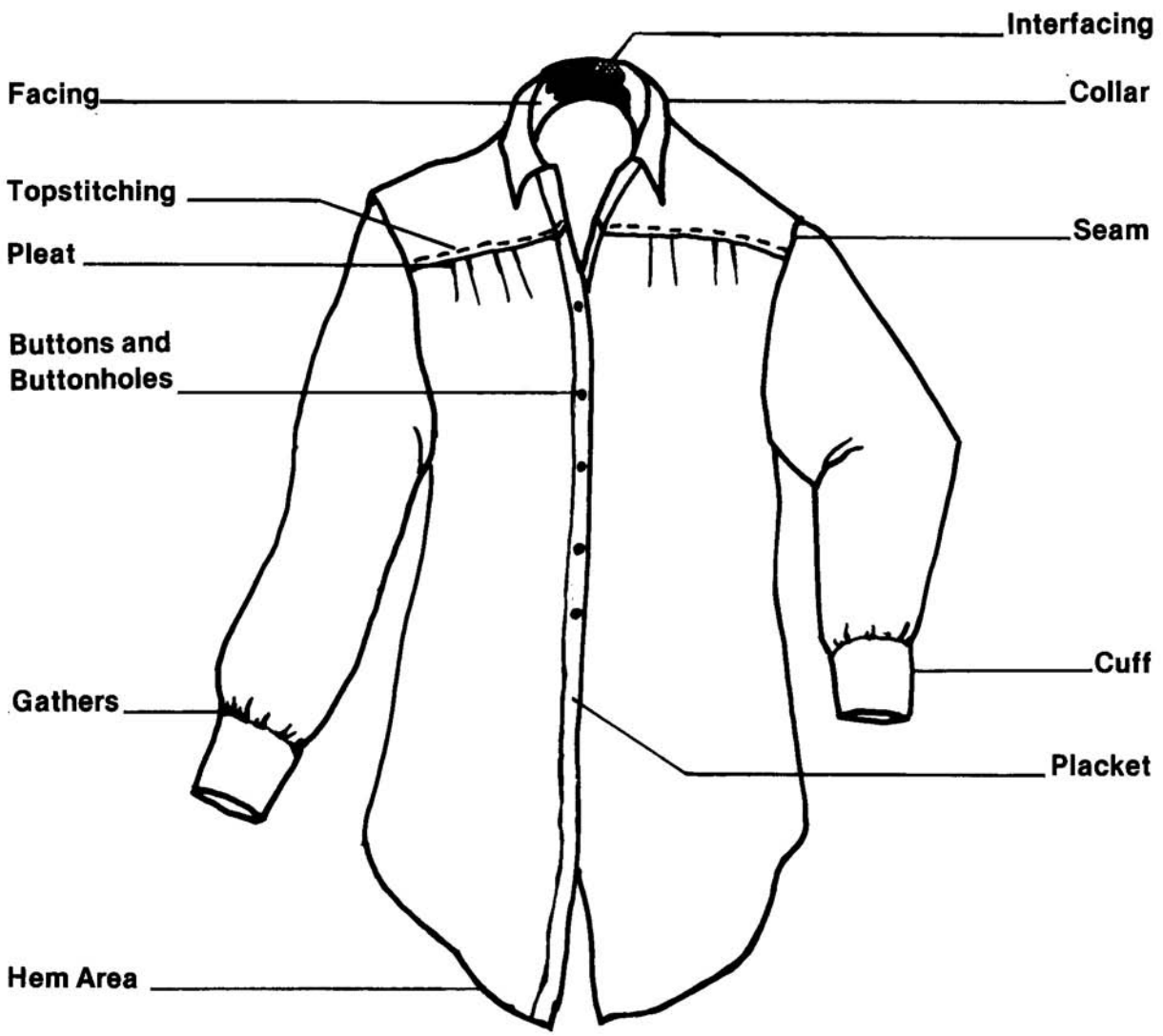
- easy to care for and easy to wear
- dry cleaning is costly
- hand washing and ironing can be time consuming

JUDGING CLOTHING

Sewing techniques have continued to improve. This means that clothes can be sewn more quickly, with less work involved on the inside. The emphasis has changed from a beautiful inside to a beautiful outside and a functional inside. This does not mean that the inside should be sloppy or unfinished.

Some points to remember when judging clothing:

- ◆ be sure that the pattern suits the fabric and the intended wearer
- ◆ decorative trim and notions should also suit the fabric and pattern
- ◆ the style should be up to date and relatively easy to care for
- ◆ the workmanship should also be of a high standard



JUDGING CROP SAMPLES

We grow crops for several purposes:

- as seed for next year's crop
- as feed for livestock
- to process as food

The suitability of crops for each type of usage depends upon several factors. By judging crop samples, you can learn to identify major differences in crop type and to recognize high quality products.

When judging seed samples, keep in mind what the seed is used for: to produce a vigorous, even stand of plants which will give a high yield of good quality crop. If seed is to grow properly, it must be *uniform, fully mature and free of damage from weather, insects, diseases or machinery.*

Maturity:

- mature kernels are plump and of normal colour
- green or shriveled seed shows that the crop was not mature when harvested
- moisture content should allow for safe storage

Machinery damage:

- shows up as cracked or broken kernels
- over-drying will turn grain from yellow to dark brown

Weather damage:

- reduces the length of time needed for the germination of the seed
- sprouted kernels and bleached seed indicates damage

Insect damage:

- can be identified by holes in the seed and by the presence of flour-like material in the sample.

Disease:

- signs include moldy seeds, discoloured seeds and the presence of sooty looking spores (black spots) on the seed

Impurities:

- reduce the amount of good seed in the sample and cause difficulties in seeding
- includes: seeds from other crops, straw, chaff, mud, weeds or other foreign materials

COB CORN

PERFECT SCORE

MATURITY AND MOISTURE

30

- all kernels should be completely dented
- kernels shouldn't move when cob twisted
- kernels should be dry and tight together

FREEDOM FROM DAMAGE

30

- no bleached or discoloured kernels
- no rodent, insect or mechanical damage
- free from disease (mold, sooty spores)
- no sprouted kernels

UNIFORMITY

20

- all kernels are same size and shape
- moisture content is uniform for all cobs

DEVELOPMENT OF THE EAR

20

- ears should be filled with kernels to the tip
- ears should not be above average length

SEED SAMPLE

PERFECT SCORE

FREEDOM FROM DAMAGE

30

- no cracked, broken or dark brown kernels
- weather damage reduces chance of germination
- no discolouration, mold or sooty spores
- no holes in seed or flour-like material

FREEDOM FROM IMPURITIES

30

- no foreign seeds, straw, weeds, chaff, mud

SIZE AND TEST WEIGHT

15

- varies according to crop
- low weight indicates damage or immaturity

UNIFORMITY

15

- uniform size, shape and colour

MATURITY AND PLUMPNESS

10

- mature kernels are plump with normal colour
- no green or shriveled seeds; correct moisture content

HAY AND HAYLAGE

PERFECT SCORE

	HAY 40	HAYLAGE 30
<p>MATURITY</p> <ul style="list-style-type: none"> - hay should be cut when legumes are in first flower and grasses are in boot stage (heads just emerging) - late cut hay is low in field value - early cut hay will produce low yields but be tasty 		
<p>COLOUR, ODOUR AND DISEASE</p> <ul style="list-style-type: none"> - should retain a green colour - hay should have a fresh smell - haylage should have a sharp, sweet smell - musty, burnt or rotten smells indicate poor quality hay or haylage - discolouration is undesirable 	20	35
<p>LEAF TO STEM RATIO</p> <ul style="list-style-type: none"> - much of the feed value is in the leaves - good quality hay will retain most of its leaves 	20	0
<p>MOISTURE AND CONDITION</p> <ul style="list-style-type: none"> - moisture content should be 55-65% - you should not be able to squeeze out water - very wet samples may rot in silo - should be free from mold or slime - if too dry, haylage will lose nutrients and taste 	0	15
<p>LEGUME-GRASS BALANCE</p> <ul style="list-style-type: none"> - legumes are higher in protein than grasses of similar maturity - for hay: over 75% legumes is excellent - for haylage: over 50% legumes is best 	15	10
<p>PURITY</p> <ul style="list-style-type: none"> - foreign materials such as weeds or straw indicate a low feed value 	5	10

SHEAVES

PERFECT SCORE

GENERAL APPEARANCE

20

Proportion (10)

- comparison of head and body

Stance (10)

- stands erect on self-supporting stand

QUALITY

40

Heads of Grain (25)

- size and uniformity of heads
- freedom from disease and stains
- bright colour

Straw (15)

- freedom from disease and stains
- bright colour

MANUFACTURE

40

Head (15)

- uniform and symmetrical in shape

Body (15)

- straw should be straight with no twists

Decoration (10)

- tight, evenly spaced ribbon
- colour complimentary to straw

BEAN AND CORN FIELDS

	PERFECT SCORE	
	BEAN	CORN
YIELD POTENTIAL	25	20
<ul style="list-style-type: none"> - full seed pods or cobs - numerous pods per plant (bean) - numerous cobs per stalk (corn) 		
WEED CONTROL	20	20
<ul style="list-style-type: none"> - good weed control evident - weeds should not restrict crop yield 		
FREEDOM FROM DAMAGE	20	20
<ul style="list-style-type: none"> - no evidence of insect damage - no discolourations - no blight or mold present 		
LODGING	10	20
<ul style="list-style-type: none"> - lodging is plants falling over at roots - less than 2% lodging in a field is ideal 		
MATURITY/DEVELOPMENT	10	15
<ul style="list-style-type: none"> - all plants at same stage of maturity (bean) - ear tips are full to end with kernels (corn) - well dented kernels (corn) 		
HARVESTABILITY (bean)	10	0
<ul style="list-style-type: none"> - all pods at even height for easy handling - low pods impede efficient harvesting 		
GENERAL APPEARANCE: UNIFORMITY	5	5
<ul style="list-style-type: none"> - uniform field throughout - no bare spots in field - plants are uniform in maturity 		

GRAIN FIELDS

	PERFECT SCORE	
	PURE	MIXED
YIELD POTENTIAL	30	30
<ul style="list-style-type: none">- thick, full stand of plants- large heads, well filled		
FREEDOM FROM DAMAGE	25	25
<ul style="list-style-type: none">- no holes in heads or stalks from insects- no evidence of disease- no smut, rust, blight or mildew- no chewed leaves or stems		
FREEDOM FROM FOREIGN MATERIALS	25	20
<ul style="list-style-type: none">- little evidence of weeds in field- only desired grains present in field		
GENERAL APPEARANCE: UNIFORMITY	10	15
<ul style="list-style-type: none">- uniform stand of plants- no bare spots in field- uniform in appearance- if mixed, all grains are of compatible height		
LODGING	10	10
<ul style="list-style-type: none">- no plants have fallen down at roots (this is called lodging)- less than 2% of field is lodged		

CORN SILAGE

PERFECT SCORE

STAGE OF MATURITY

30

- corn silage usually harvested when the grain is at 45% moisture
- kernels bright, full and well-dented
- immature corn will contain kernels that are soft, milky, flattened or undented
- immature corn will produce moisture when squeezed

GRAIN CONTENT

25

- grain content determines nutritional value
- as much grain as possible is desirable
- grain formation reduces moisture content of plant

COLOUR

20

- should retain natural yellow-green to bright olive-green colour
- discolouration indicates loss of feed value from heating or rotting

ODOUR

20

- clean, pleasant odour
- spoilage indicated by yeasty, musty or fruity odours
- strong burnt or putrid odour is a sign of severe spoilage

IMPURITIES

5

- weeds lower the feeding value of silage

FIELD – STANDING HAY

	PERFECT SCORE
YIELD POTENTIAL	25
<ul style="list-style-type: none">- full, thick stand of plants- high number of plants per hectare- high legume count	
FREEDOM FROM DAMAGE	20
<ul style="list-style-type: none">- no evidence of disease- no discolouration, mold or rust- no evidence of insect damage- no chewed leaves or stems- no plants fallen down (lodging)	
WEED CONTROL	20
<ul style="list-style-type: none">- no weeds present in the field	
STAGE OF MATURITY	20
<ul style="list-style-type: none">- legumes (e.g. alfalfa) in late bud stage- grasses (e.g. timothy) in first boot stage	
LEAFINESS OF LEGUME	15
<ul style="list-style-type: none">- thin, fine stem with many leaves is desirable	

JUDGING HORTICULTURE

Flowers, fruits and vegetables are grown to produce new seed for next year's crops, for beauty and for food.

Flowers

- ◆ should be of the same size, shape and maturity
- ◆ any mechanical damage will appear in the ragged cutting of stems
- ◆ insect damage will show up as small holes in leaves and flowers
- ◆ disease and spray blemishes appear as brown or grey areas on leaves and as unhealthy-looking plants

Bloom – an individual flower, one to a stem

Spray – portion of a plant with a number of flowers

Stem – plant structure carrying one or more buds or flowers

Spike – upright stem carrying several flowers

Fruits and vegetables

- ◆ most often grown for use in the home or the food industry
- ◆ samples should be free from disease and insect or machine damage
- ◆ machine damage can leave a bruise or blemish in the sample. This can quickly lead to spoilage, so care should be taken when harvesting.
- ◆ fruit and vegetable specimens should be of the same size, shape and maturity. This is helpful both to the processing plant and when making home preserves.
- ◆ exhibits should not be handled by judges during judging

Maple syrup

- ◆ graded according to Canada grades
- ◆ it is helpful to know the characteristics of the grade and colour class being judged

Density - sugar content 66.0% sugar is required, to be called maple syrup.

- 66.5% - 67% sugar is the best maple syrup

- density is measured on the Brix scale, related to sugar content.

Fermentation – bubbles and greyish mold on the surface

Colourimeter – measures intensity of colour in a specimen

Honey

- ◆ judged according to its appearance as well as the appearance of its container
- ◆ should be clear: free from crystals, air bubbles, pollen and wax
- ◆ it should have a pleasing flavour, aroma, colour and density

CUT FLOWERS

PERFECT SCORE

CONDITION

30

- free of damage from machine, insect, disease or spray
- flowers and foliage have been well grown and groomed

FORM

25

- uniform specimens
- proper stage of maturity
- form characteristic of particular flower

COLOUR

20

- fresh, bright, even colour

STEM AND FOLIAGE

15

- stems in good proportion to blooms
- foliage fresh and clean

SIZE AND UNIFORMITY

10

- consistent with class
- well-grown
- illustrating potential of specific flower
- specimens uniform in size, form and colour

FRUITS AND VEGETABLES

The standard entry for fruits and vegetables varies in number. When judging a class, be sure that each entry displays the correct number of specimens.

PERFECT SCORE

UNIFORMITY AND TRUENESS TO TYPE

30

- all exhibits are of the same shape and size
- all exhibits show the characteristics of their type
- each entry displays correct number of articles

CONDITION

30

- overall quality of the exhibit
- freshness, freedom from blemishes or bruises due to insect, disease, spray or mechanical damage

FORM AND COLOUR

25

- normal or ideal shape of species
- colour appropriate to class

SIZE

15

- appropriate to exhibits
- all specimens should be same size

MAPLE SYRUP

Grading of maple syrup is compulsory in Ontario. When you place a class, the class will be specified as a certain grade and colour class, e.g. Canada no. 1 light. If a sample of a lower grade is included in a class, it should be penalized or disqualified. It is therefore important to know the characteristics of each grade.

Canada no. 1

- top grade (table grade); free from fermentation
- uniform in colour, free from cloudiness
- extra light, light, or medium colour classes
- maple flavour; free from bad odours or tastes

Canada no. 2

- recommended for cooking
- free from fermentation
- uniform colour and free from cloudiness
- amber colour; free from bad odours or tastes

Canada no. 3

- characteristic maple flavour
- free from bad odour or taste other than caramel
- usually packed in drums and sold for processing

PERFECT SCORE

DENSITY

30

- ideal range is 66.5% to 67.0% brix
- below 66.0% brix – disqualification

FLAVOUR

30

- characteristic maple flavour
- free from taste of smoke or other odours

COLOUR

25

- lightest colour is ideal
- colour should fit colour class name
- colour determined by colorimeter

CLARITY

15

- no sediment, sugar crystals or foreign material
- when a white piece of paper is placed behind the sample, print should be easily read and should appear magnified

LIQUID HONEY

PERFECT SCORE

APPEARANCE

45

- density (15)
- brightness (10)
- flavour and aroma (10)
- uniformity of honey (5)
- colour (5)

CLARITY

45

- free from crystals (15)
- free from pollen, wax, etc. (15)
- free from air bubble, either in suspension or as a froth (15)

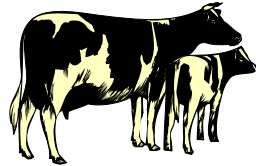
CONTAINERS

10

- pleasant appearance, of equal size and shape (5)
- uniform level of fill (5)

JUDGING LIVESTOCK

Livestock are produced for two major reasons: for breeding purposes or for market animals. There are distinct differences in these two purposes and judges should be aware of them.



BREEDING ANIMALS:

Breeding animals are kept in a herd for reproduction. Breeding requires animals with good conformation, standing on correct feet and legs. Conformation involves skeletal structure, as well as muscling for some types of livestock.

- In order for animals to cover many miles while grazing, to carry a calf or to go through stress while breeding or in bad weather conditions, a good skeletal structure is vital. (bone make-up; feet and legs)
- Muscling is seen in a rippling movement under the skin when the animal moves. Breeding animals such as beef cattle, sheep, and rabbits, should show good evidence of muscling through the shoulder, loin and hind quarters. If this muscling is not easy to see, the animal is probably carrying too much finish or fat.



MARKET ANIMALS:

Skeletal structure is less important in market animals. Market animals must be able to compete in the feedlot until they are ready for market, and they must exhibit the desirable traits that transform into high quality cuts of meat.

- Muscling is a very important characteristic in a market animal. Muscle is what provides meat. Market animals should be wide over the loin and wide through the rump. These areas are the prime retail cuts and therefore the most valuable.
- Market animals also require a certain amount of fat to flavour the meat, to minimize carcass shrinkage and to extend shelf life in the retail market. Excess fat, however, greatly reduces the cutability (percentage yield) of a carcass.

BEEF— BREEDING

PERFECT SCORE

SKELETAL STRUCTURE

20

Bull:

- shows good size and scale with length of body, rump and large hind quarter.
- structurally sound on pasterns, hocks and legs
- strong on topline and through loin
- walks easily and freely on feet and legs

Cow or Heifer:

- shows adequate size
- strong topline and loin
- wide at pin bones
- moves easily on structurally sound feet and legs

SIZE AND SCALE

20

- large frame, long body and rump
- muscling ripples when animal moves
- muscles bulge and appear in bunches, not smooth areas

FEET AND LEGS

20

- breeding stock requires correct feet and legs to move and remain useful for many years

SEX CHARACTER

15

Bull:

- rugged and masculine about head, neck and shoulder
- strong jaw and muzzle
- head carried above toppling; alert and energetic
- large head, crest; thick neck
- pay attention to senses: sight, hearing, smell
- development of external sex characteristics

Cow or Heifer

- shows femininity about head, neck and shoulders
- well-developed, strongly attached, balanced udder with four evenly spaced and functioning teats

CONDITION**15**

- consider rate of gain, weight, muscle growth
- adequate, but not excess condition (fat covering)
- consider muscling and skeletal structure

MUSCLING**10****Bull:**

- well muscled over back, loin and rump

Cow or Heifer:

- shows good muscling in rear quarter

BEEF – MARKET

Market beef judging is a visual method of evaluating and placing animals according to the potential yield of the carcass and indications of carcass quality. Main criteria include muscling, condition and general appearance. Keep in mind that this scorecard is intended only as a guide to learn how to judge market beef.

PERFECT SCORE

RUMP

30

- thickest part of body should be though center of the hind quarters
- no evidence of excess fat around tail head
- cut up in twist, carrying muscling down leg
- should stand and walk wide on legs

GENERAL APPEARANCE

25

- thick over the top and through the rear quarters

BODY

20

- should be long with clean underline
- acceptable to be tucked up in rear flank
- topline should be long and straight
- strength of top related to overall muscling

MUSCLING

15

- skin should ripple during movement
- bulge in shoulder is muscle
- loin and rump should show muscle
- bulge in widest part of rump (middle of round) is muscle

BRISKET AND DEWLAP

5

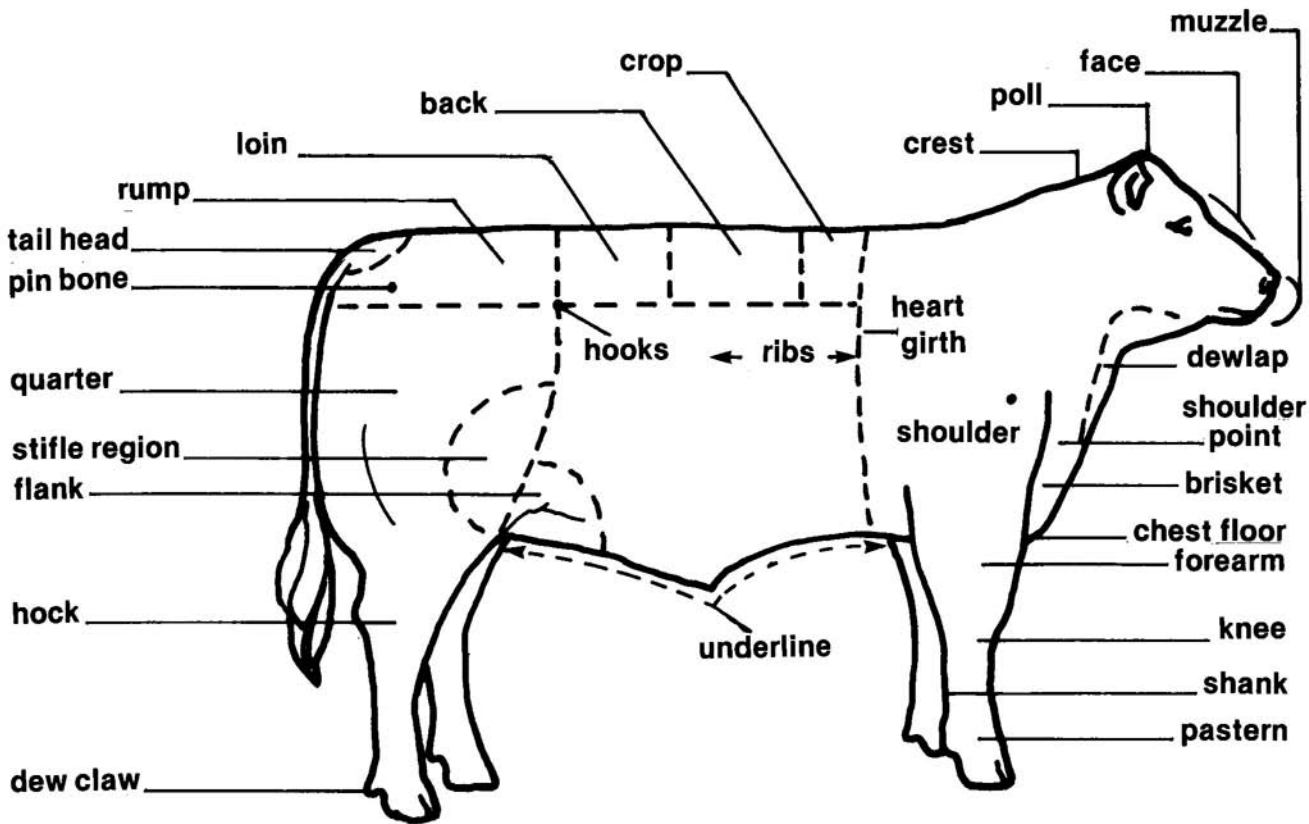
- are should be trim
- if large and heavy, indicates overfinish

LEGS

5

- forearm indicates bone size
- legs set wide on four corners of body
- wide rear stance indicates muscling

PARTS OF THE BEEF ANIMAL

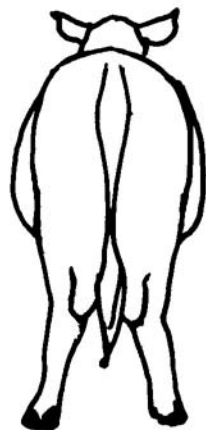




bow legged



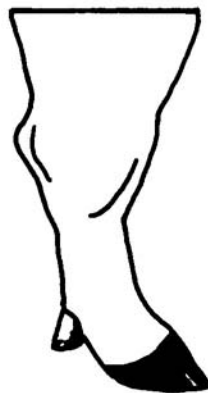
correct



cow hocked



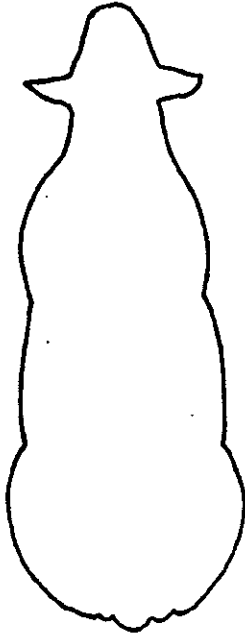
rear leg: correct pastern set



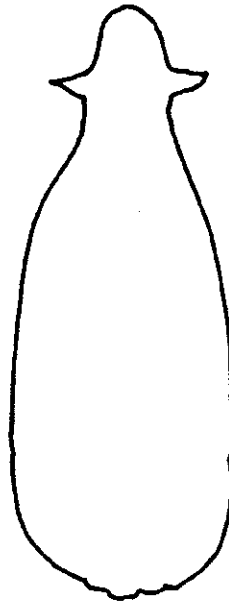
rear leg: weak pastern

JUDGE'S EYE

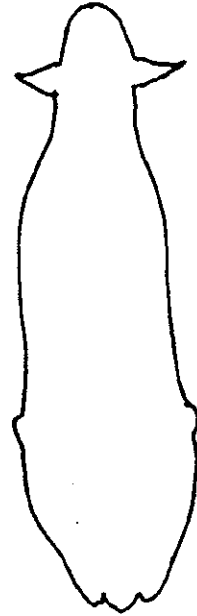
Viewed from the top, the well-muscled steer will show length through the loin and rump, and width from the rump to the shoulders.



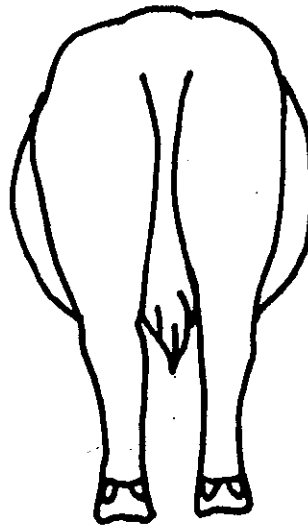
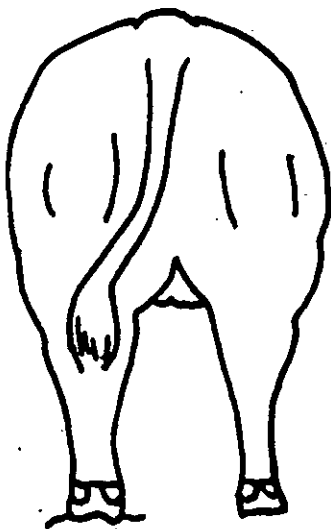
MUSCULAR,
CORRECTLY
FINISHED



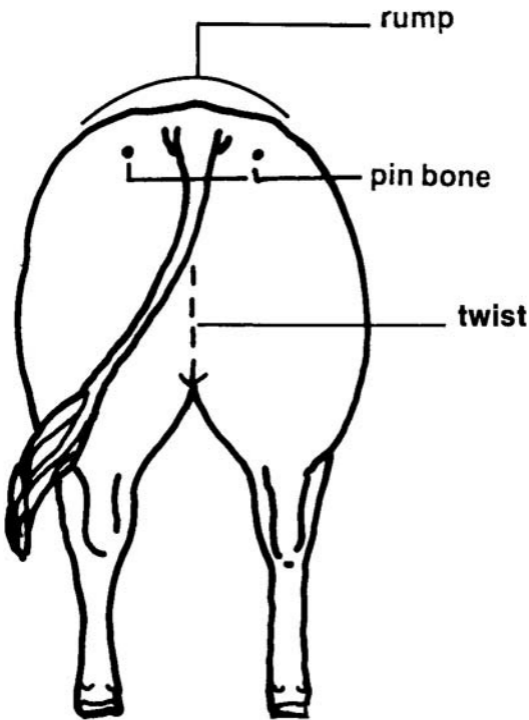
AVERAGE
MUSCLING,
OVERFINISHED



POORLY MUSCLED,
UNDERFINISHED



Viewed from the rear, the well-muscled steer will appear rounded and should be thickest over the loin and rump, will be somewhat cut up in the twist but will carry muscling well down on the leg. He will stand wide with a foot in each corner and show the muscling required of the modern steer.



DAIRY COWS

PERFECT SCORE

MAMMARY SYSTEM

40

strongly attached, well balanced, level udder of fine texture indicating heavy production and a long period of usefulness

Udder - symmetrical, wide, deep, moderate length, slight quartering

Median Suspensory Ligament - strong with definite cleavage

Udder Texture - soft, pliable, elastic

Fore Udder - firm, smoothly attached, balanced quarters

Rear Udder - attached high, wide and strong; slightly rounded; uniform width from top to floor, balanced quarters

Teats - medium size, uniform, hanging plumb

Mammary Veins - long, tortuous, branching

FEET AND LEGS

20

clean, strong-boned, resulting in proper movement

Feet - short, well-rounded, deep heels

Legs - strong, flexible pasterns, straight square fore legs

- hind legs straight, wide, clean hocks
- flat, clean, strong bone with well defined tendons

FRAME/CAPACITY

18

vigour, strength, stretch, size and stature with desirable blending and balance of parts. Head indicates femininity and strength, mid-section is large and provides ample capacity.

Head - broad muzzle, large nostrils, strong jaw, broad forehead

Shoulder Blades - set smoothly against chest and withers

Chest - wide floor, ample width between legs

Heart Girth - large and deep, full elbows and well sprung rib

Crops - well filled

Back - strong and straight with vertebrae well defined

Loin - broad and slightly arched, attached high and wide

Mid-section - long and wide ribs highly and widely sprung

DAIRY CHARACTER**12**

evidence of milking ability, angularity, openness, free from weakness and coarseness, considering stage of lactation

Head - clean cut, bright eyes, alert ears, good breed character

Neck - long, lean, clean cut, blending smoothly into shoulder

Withers - well defined and wedge-shaped, "sharp"

Ribs - wide apart; wide rib bones, flat and long

Flanks - deep and refined

Thighs - curving to flat, wide apart with ample udder room

Skin - loose and pliable; fine hair

Udder - soft, pliable, free from excess tissue or edema

Bone - flat, strong, clean cut

RUMP**10**

long, wide and clean cut, blending desirably with loin

Hips - wide, slightly higher than pins

Pins - wide apart and free from patchiness

Thurls - high and wide apart, considering stage of lactation

Tail-head - refined and level with backline

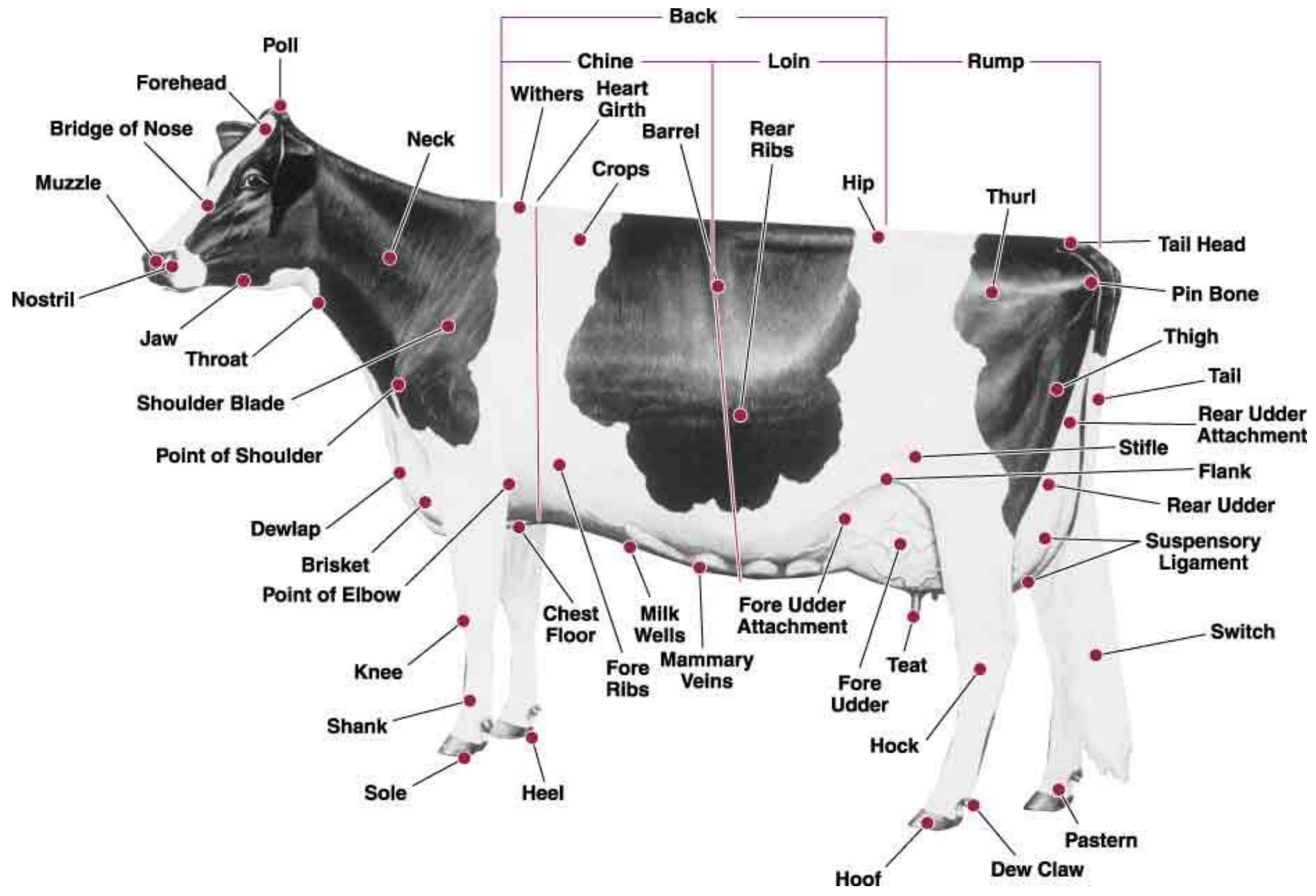
Tail - long and slender

DAIRY CALVES AND HEIFERS

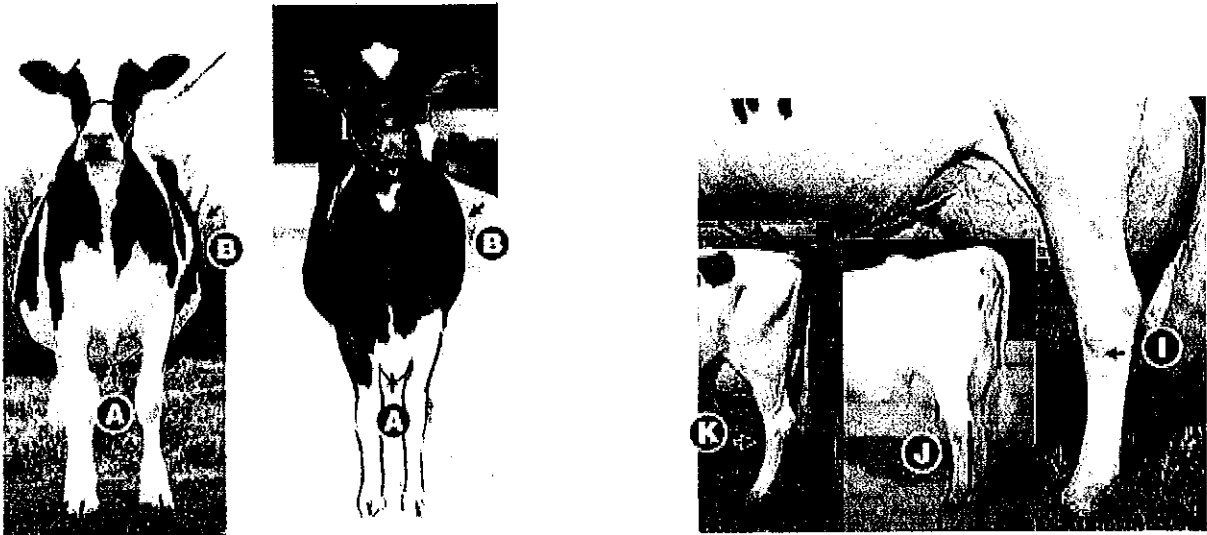
(NOTE: The relative emphasis for heifers and calves differs from cows)

FEET AND LEGS**35****FRAME/CAPACITY****30****DAIRY CHARACTER****20****RUMP****15**

Scorecard courtesy of Holstein Canada's You Be the Judge manual



JUDGE'S EYE



Above, the cow on the left exhibits more width or chest **A** and more spring of rib **B**. middle

The cow on the right displays an ideal set of legs, **I**. The legs on the cow are too straight, **J**, and too coarse. The cow on the far left has too much curvature and weak pasterns, **K**.



Above, the cow at the top has an advantage in overall length and levelness of the udder. The fore udder attachment **L** is more smoothly and firmly attached to the body wall.

"Judge's Eye" tips are courtesy of Holstein Canada's You Be The Judge manual.

DAIRY GOATS

PERFECT SCORE

(DOE) [BUCK]

GENERAL APPEARANCE

35

54

Attractive individuality indicating femininity, vigour, strength and stretch with a harmonious blending and correlation of parts, impressive style and attractive carriage; graceful and powerful walk.

Style (includes shoulders)	(5)	[8]
Breed Character and Head	(5)	[8]
Topline	(5)	[8]
Rump	(8)	[10]
Feet and Legs	(12)	[20]

BODY CAPACITY

15

23

Relatively large in proportion to the size of the animal, providing ample digestive capacity, strength and vigour; width throughout, starting at head.

- wide, deep barrel and heart girth
- wide in head, full in crops
- wide through back and loin
- wide chest floor between front legs
- full at elbow

DAIRY CHARACTER

15

23

Animation, angularity, general openness and freedom from excess tissue, giving due regard to stage of lactation for does.

- long, lean neck blending into shoulders
- well-defined withers
- flat, long, well-sprung ribs
- fine-textured, loose, supple skin; fine hair
- lean and angular lines

MAMMARY SYSTEM (does only)

35

0

A capacious, strongly attached, well-balanced udder of good quality, indicating heavy production and a long period of usefulness.

Medial Suspensory, shape, texture (15)

Fore Udder (8)

Rear Udder (8)

Teats (4)

MAMMARY SYSTEM (does only)

35

0

A capacious, strongly attached, well-balanced udder of good quality, indicating heavy production and a long period of usefulness.

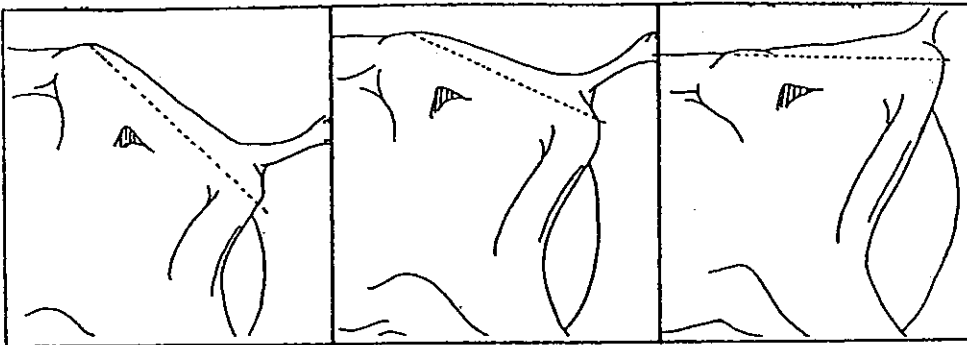
Medial Suspensory, shape, texture (15)

Fore Udder (8)

Rear Udder (8)

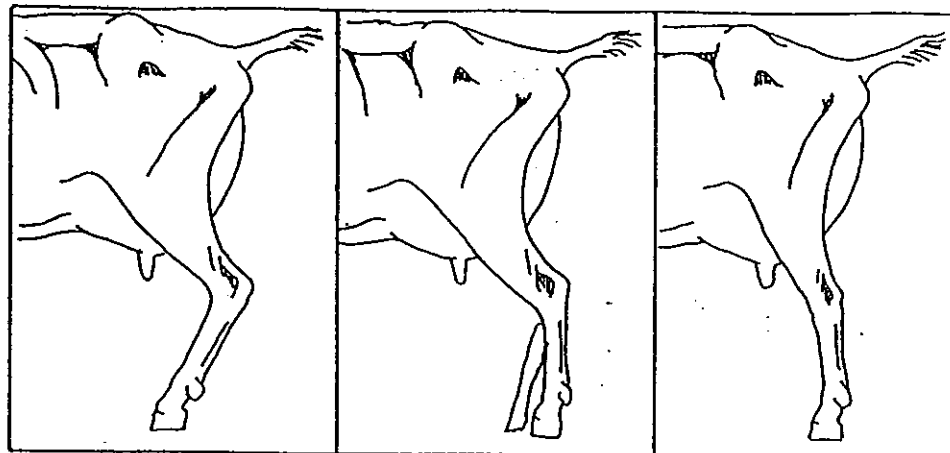
Teats (4)

JUDGE'S EYE



The ideal slope of rump should resemble the middle diagram. The goat on the left has an extremely steep slope of rump, while the goat on the right has a level rump; both undesirable characteristics.

The set of the rear legs should resemble the middle diagram. The goat on the left has extremely sickled legs, while the goat on the right has extremely posty rear legs; both undesirable sets of legs.



*Scorecard courtesy of the Canadian Goat Society.
Diagrams copyright 2000 by the Canadian Goat Society.*

MARKET KIDS

PERFECT SCORE

GENERAL APPEARANCE

30

Quality and Condition (15)

- well muscled, with smooth firm flesh
- clean, strong bone
- smooth, glossy hair and loose, supple skin

Size and Development (15)

- size appropriate to age; high growth preferred

FORE QUARTERS

25

Shoulders (10)

- well muscled with smooth, firm flesh
- withers barely defined

Brisket (7)

- broad, deep and muscular

Forelegs (8)

- heavily muscled, round, clean bone
- strong, straight legs with strong, flexible pasterns

HIND QUARTERS

25

Rump (10)

- long and broad with smooth, firm flesh

Twist and Thighs (10)

- low, side, well fleshed twist
- deep, wide, firm and muscular thighs

Hind legs (5)

- clean and strong bone

BODY

15

Capacity (2)

- ample room for digestive system

Heart girth (2)

- large girth with wide chest floor
- fullness at point of elbow

Barrel (4)

- deep and broad; well supported

Loin (7)

- broad and strong with full, deep flanks

HEAD AND NECK

5

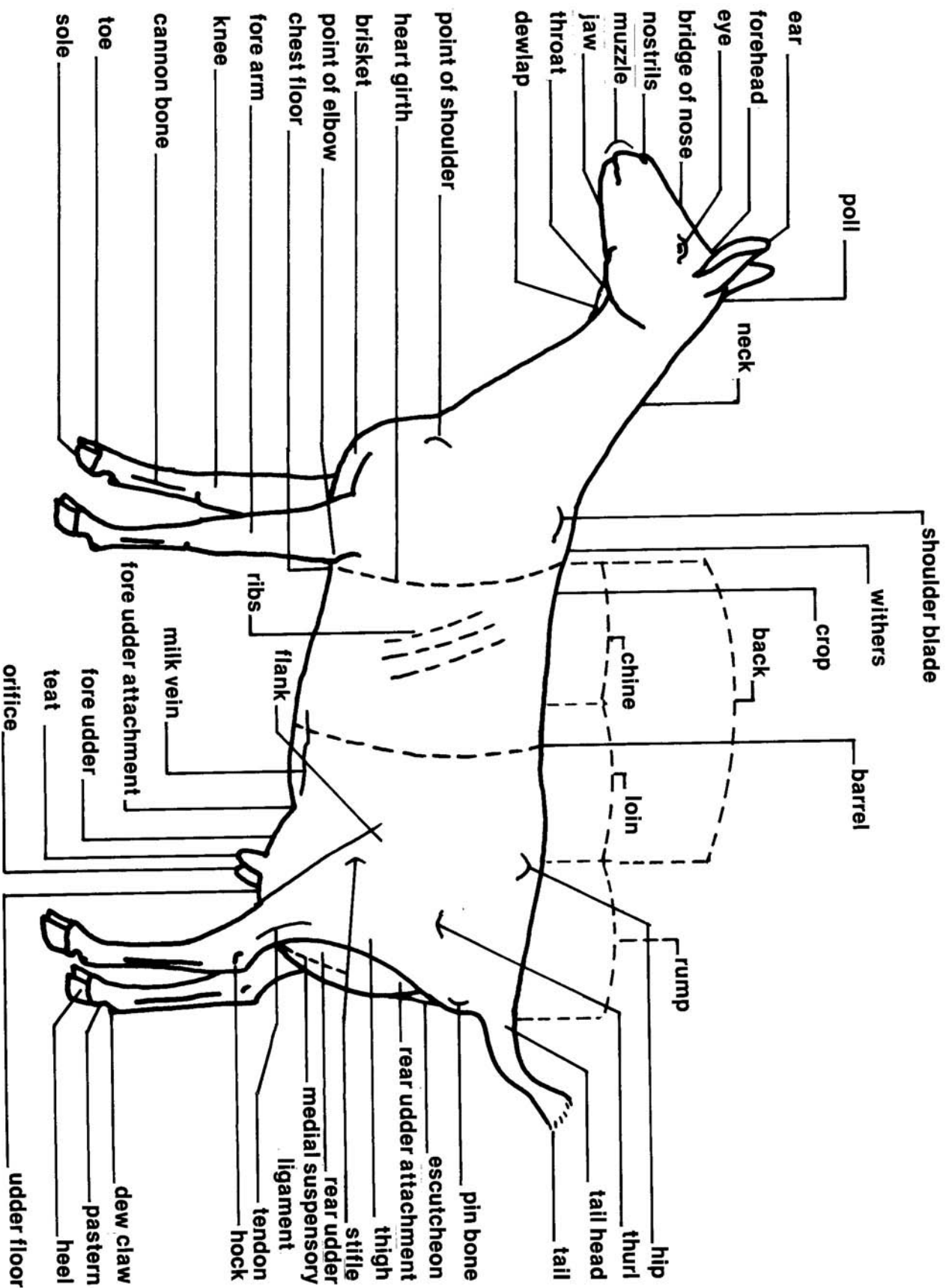
Head (2)

- clear, bright eyes; large, open nostrils

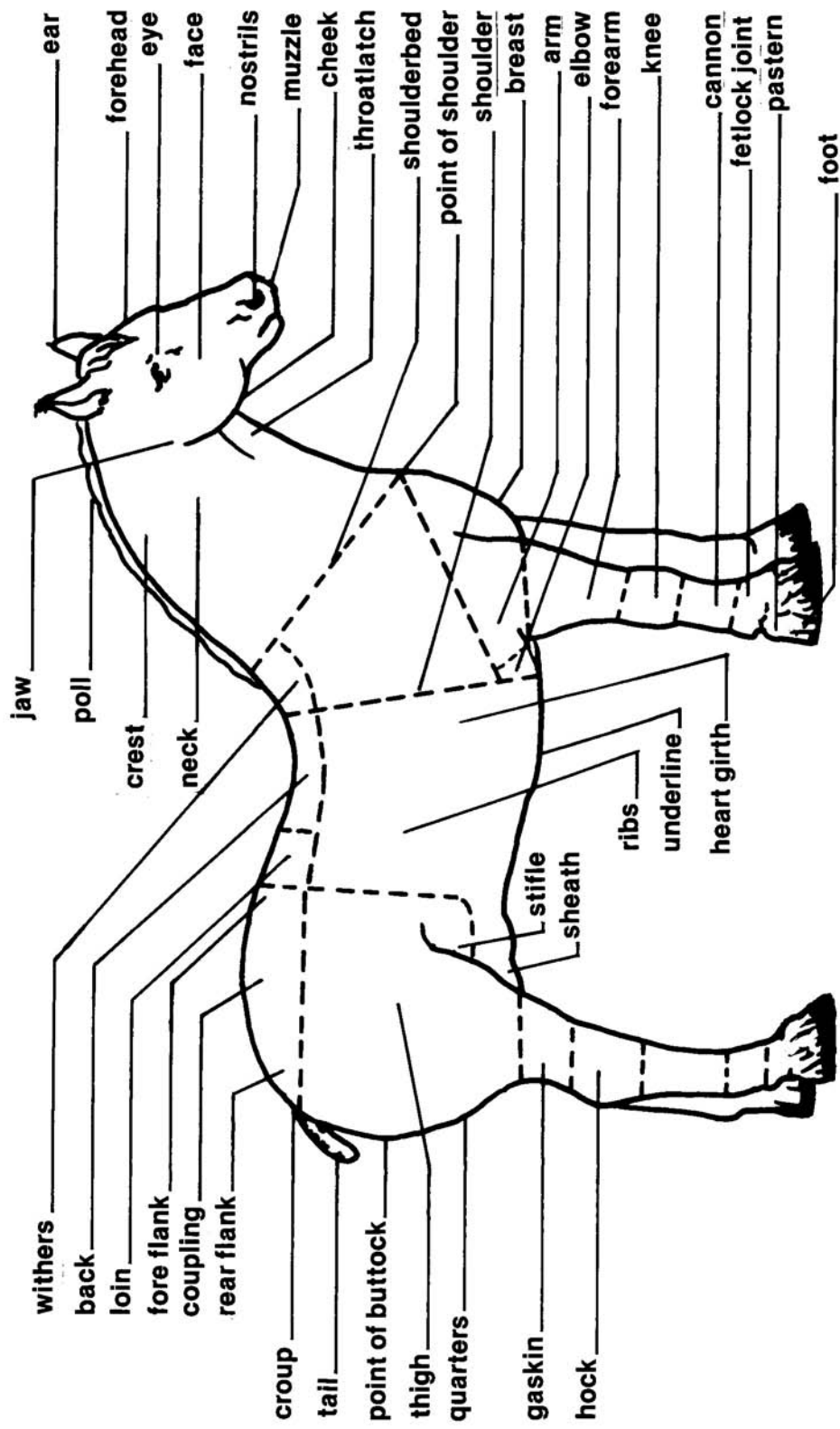
Neck (3)

- medium length, strong and thick
- blending smoothly into shoulder and brisket

PARTS OF A GOAT



PARTS OF THE DRAFT HORSE



DRAFT HORSES

The draft horse is a large, solid animal. It is often used for hauling heavy loads at a slow gait. Power, not speed, is desired. The modern day draft horse is being used more frequently for showing and parade. The modern ideal should be tall and stylish with a solid body. It should display good action and a strong overall appearance.

PERFECT SCORE

GENERAL APPEARANCE

25

- height and weight suitable to age and breed
- broad, deep, solid, balanced and upstanding
- clean, flat bone with well-defined joints and tendons
- strong head, alert ears, silky hair
- energetic, good disposition

ACTION

25

- walk: straight, long, springy, balanced stride
- trot: straight, long, free, regular stride with lots of lift in both hind and fore legs

HINDQUARTERS

15

- wide, smooth, level, muscular hips
- long, wide, muscular croup
- tail set high and carried well
- deep, thick, muscular quarters and thighs
- legs straight; hocks close when viewed from rear

FOREHAND

15

- sloping, muscular shoulders; sharp withers
- wide, muscular forearms placed under the horse
- wide, straight fetlocks
- large, round, straight set feet
- correct leg position

HEAD AND NECK

10

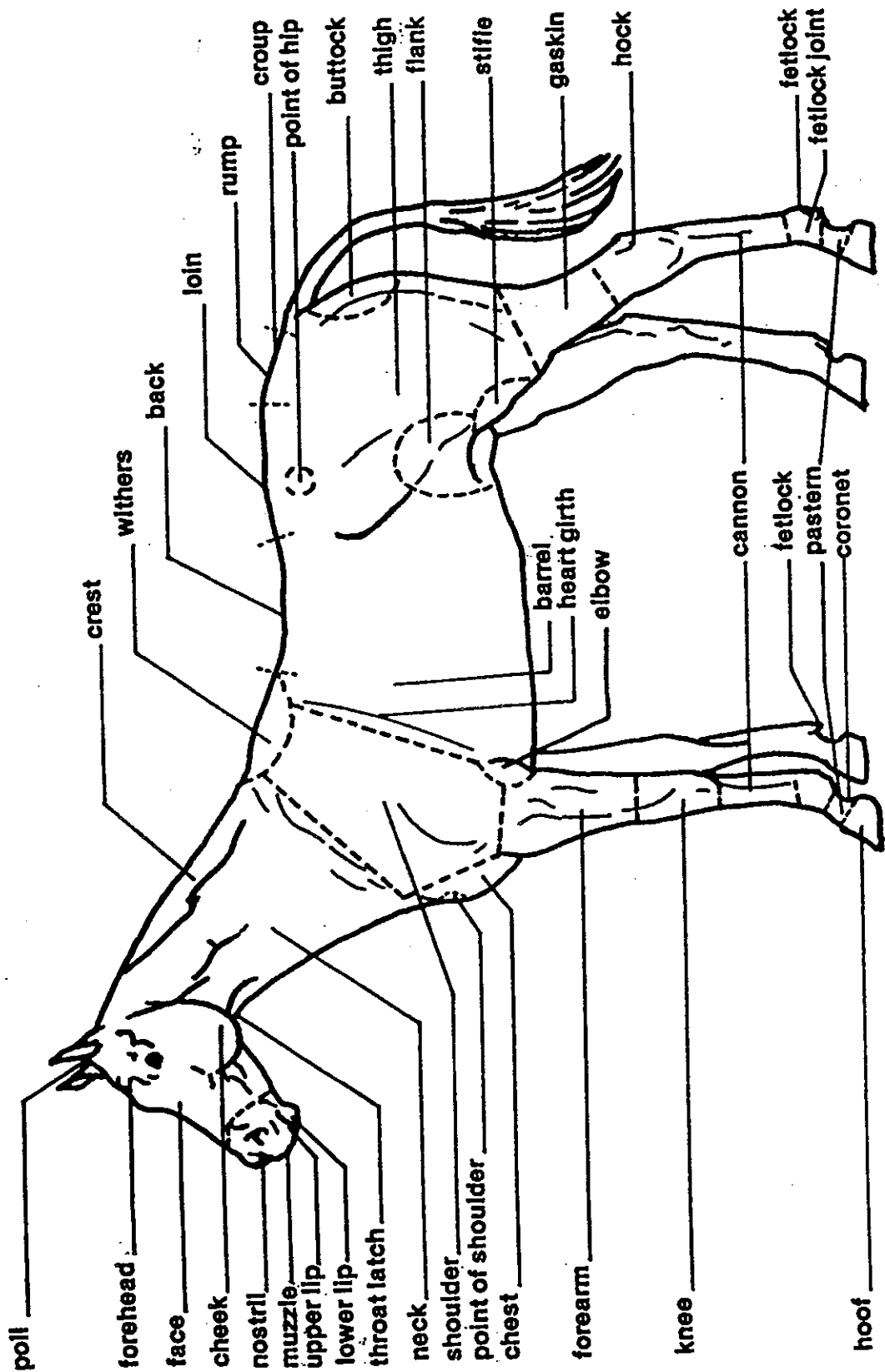
- long neck and strong head
- broad, full forehead; clean throatlatch
- large, prominent, bright, clear eyes
- broad muzzle with large nostrils

BODY

10

- deep, wide chest with large girth
- long, well-sprung ribs
- short, broad back and loin, both heavily muscled

PARTS OF THE LIGHT HORSE



LIGHT HORSES

PERFECT SCORE

ACTION

25

- travels straight with minimal swing to feet
- shows a light, springy step
- reaches out well
- carries head so eyes are level with withers

RUMP

20

- thick, deep and well-muscled
- hind legs muscled both inside and outside
- hocks wide, deep and clean
- hoof well-shaped and of proper size for horse
- legs set squarely under body

FOREHAND

20

- clean, flat-boned, medium to short legs
- well proportioned head
- broad forehead with width between eyes
- medium to long, slightly arched neck
- long, smooth, well-muscled shoulder
- well defined withers in line with hips
- deep heart girth
- wide set forelegs blending well into shoulder
- clean knee joint; large forearm muscle

GENERAL APPEARANCE

15

- bulging, visible muscles
- long, smooth, well-attached muscles

MID-SECTION

10

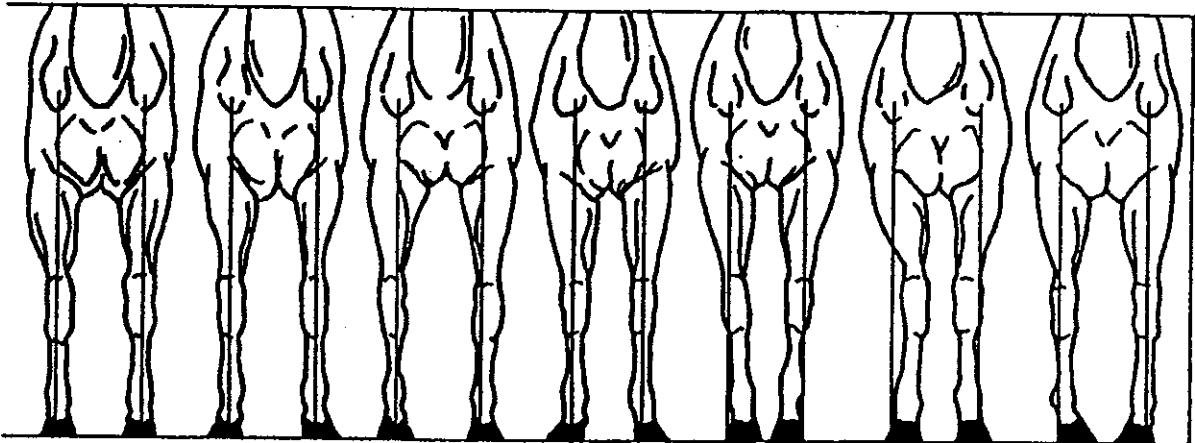
- all parts blend together well
- strong loin and topline
- well turned and muscled croup

TYPE

10

- evidence of functional ability
- medium size and weight (15-17 hands, 500-600 kg)
- long, sloping shoulder, long croup
- fairly short back and coupling
- well muscled fore and rear quarters
- deep chest with well sprung ribs

JUDGE'S EYE



Ideal Position

Toes Out

Bow Legged

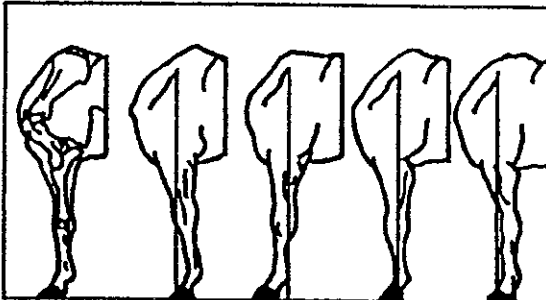
Narrow Chested Toes Out

Base Narrow Stands Close

Knock Kneed

Pigeon Toed

Vertical line from point of shoulder should fall in center of knee, cannon, pastern and foot.



Ideal Position

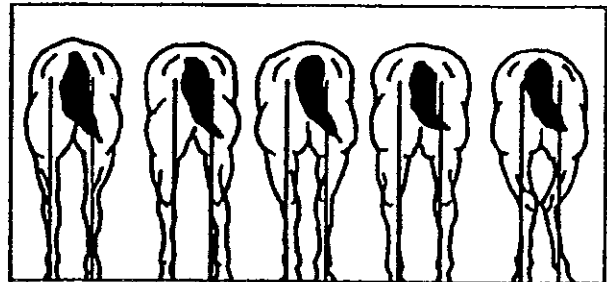
Camped Under

Camped Out

Knee Sprung

Calf Kneed

Vertical line from shoulder should fall through elbow and center of foot



Ideal Position

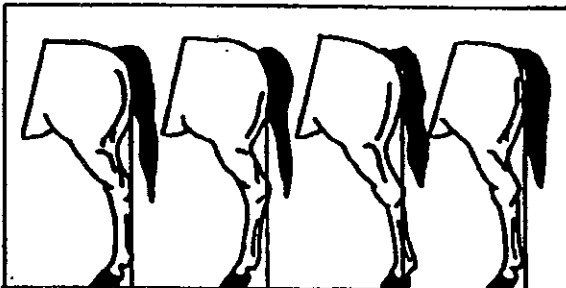
Stands Wide

Stands Close

Bow Legged

Cow Hocked

Vertical line from point of buttock should fall in center of back cannon, pastern and foot.



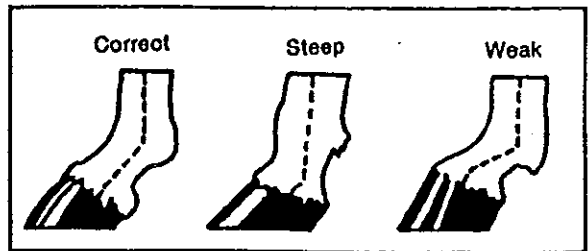
Ideal Position

Stands Under

Camped Out

Leg too straight

Vertical line from point of buttock should touch the rear edge of cannon from hock to fetlock.

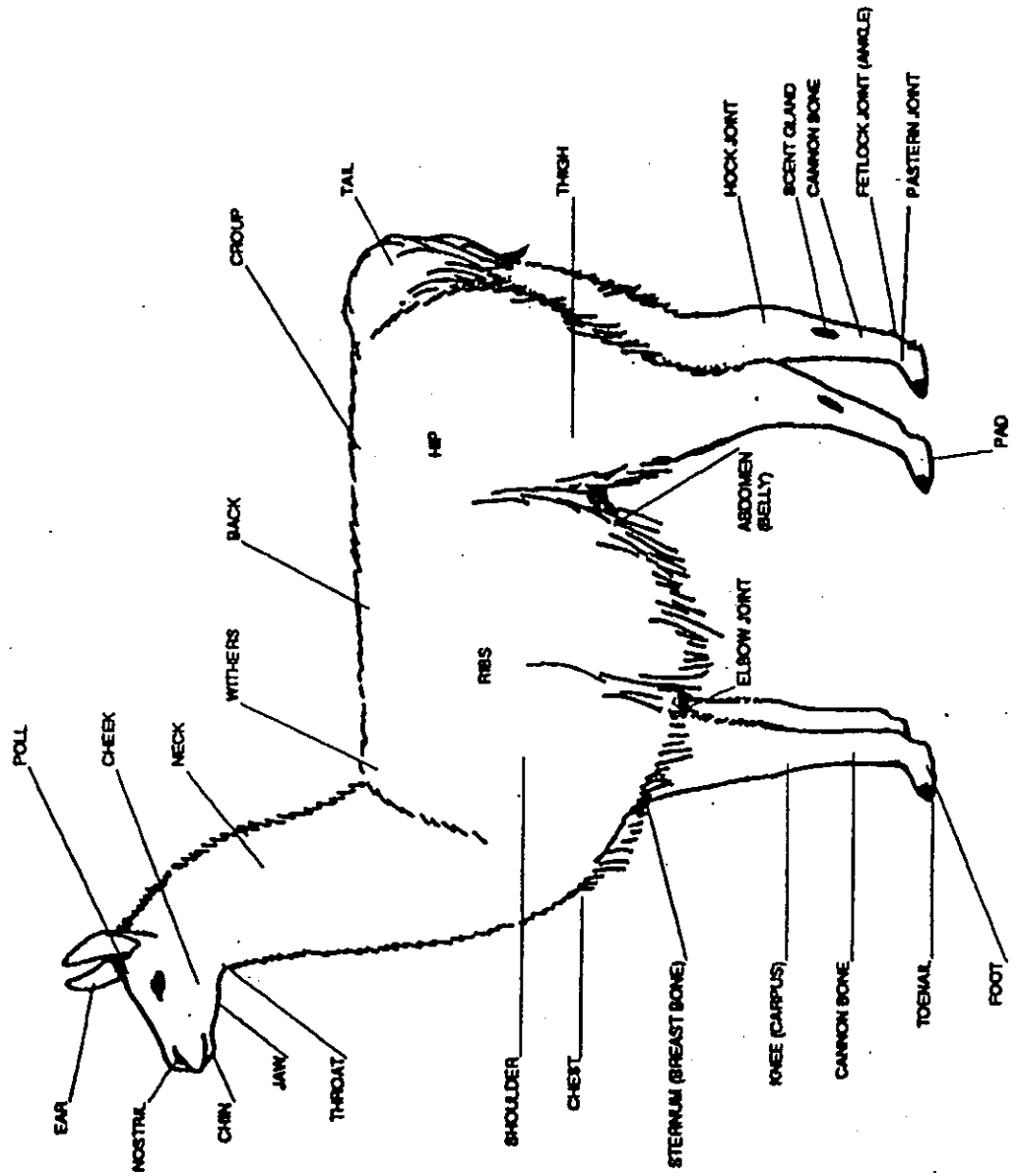


Correct

Steep

Weak

PARTS OF A LLAMA



LLAMAS

Although no exact scorecard exists for judging llama halter classes, the following points describe the desired conformation of an ideal llama.

GENERAL APPEARANCE

- overall balance and style
- muscling
- condition
- tail head setting
- size, scale (average height is 40-45" at shoulder)
- breed and sex character
- well sprung rib

HEAD AND NECK

- clear, bright eyes
- teeth meet properly
- ears shaped according to breed
- medium to long length neck

FEET AND LEGS

- proper set to leg
- sturdy thick bone
- clean thighs and legs
- strong, flexible pasterns
- straight bones and front legs
- legs nearly straight when viewed from rear

WOOL

- good quality fibre
- colour and type according to breed

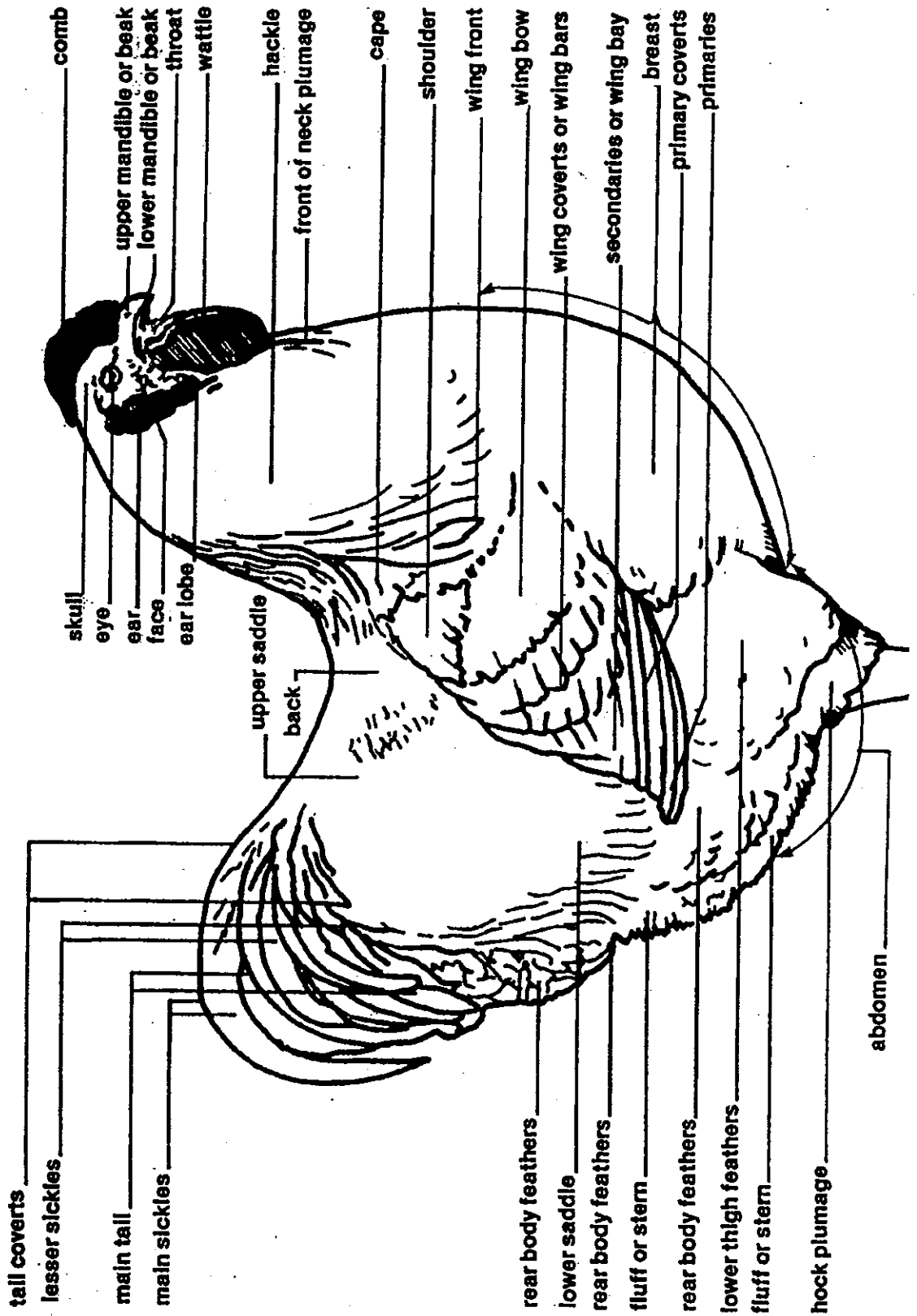
MOVEMENT

- smooth gait
- correct movement in front and rear legs
- no excessive head or tail movement
- feet move in a straight line
- correct length of stride
- straight topline

DISPOSITION

- a hereditary trait
- important in training llamas
- especially important for pack llamas

PARTS OF A CHICKEN



POULTRY – LIVE

PERFECT SCORE

BREED TYPE

40

- size and weight appropriate to breed (meat birds will be heavier)
- ideal shape and type for breed

BODY

30

- broad back from shoulders to hips
- large abdomen for digestive function
- large heart girth indicates good heart and lung function
- large breast area indicates meatiness
- check egg layer for eggs

CONDITION

10

- bright red comb, clear eyes
- strong head
- no evidence of disease
- no bleaching of colour at beak or shanks

LEGS AND TOES

10

- free from scales
- no deformities

COLOUR

10

- correct colour for breed
- no brass colouring on white fowl
- no grey specks on white fowl

POULTRY – DRESSED

PERFECT SCORE

CONFORMATION

35

- structure of bird determines distribution and amount of meat
- most of the meat is found at the breast, thigh and drumstick
- breastbone, back, legs and wings: skin should be intact with no broken bones

FLESHING

30

- drumsticks, thighs and breast carry the bulk of the meat
- definite correlation between covering of flesh over the back and the amount of flesh on the rest of the carcass
- females carry more flesh
- legs and drumsticks should not be too thin
- breasts should not be concave (caving in)

COLOUR

20

- no bruises
- no evidence of freezing defect (i.e. freezer burn or product seepage, indicated by pink or red ice)

SKIN

15

- ready-to-cook poultry must be free from pinfeathers to be considered high quality
- breast quality should be especially clean (i.e. free of pinfeathers)
- no tears in skin

EGGS

PERFECT SCORE

SHELL

60

- Shape: perfectly elliptical with no bumps or ridges (10)
- Shell quality: smooth, fine textured, thick shell wall. No opaque spotty patches when held to candling light. (10)
- Cleanliness: no visible dirt, spots, stains (15)
- No cracks (15)
- Egg size in sample: even, all same grade size, no eggs of foreign sizes. (10)

YOLK

20

- round, yellow-orange, well centered, stands up well
- no blood spots or meat chunks visible on opening or candling of eggs

ALBUMEN (egg white)

10

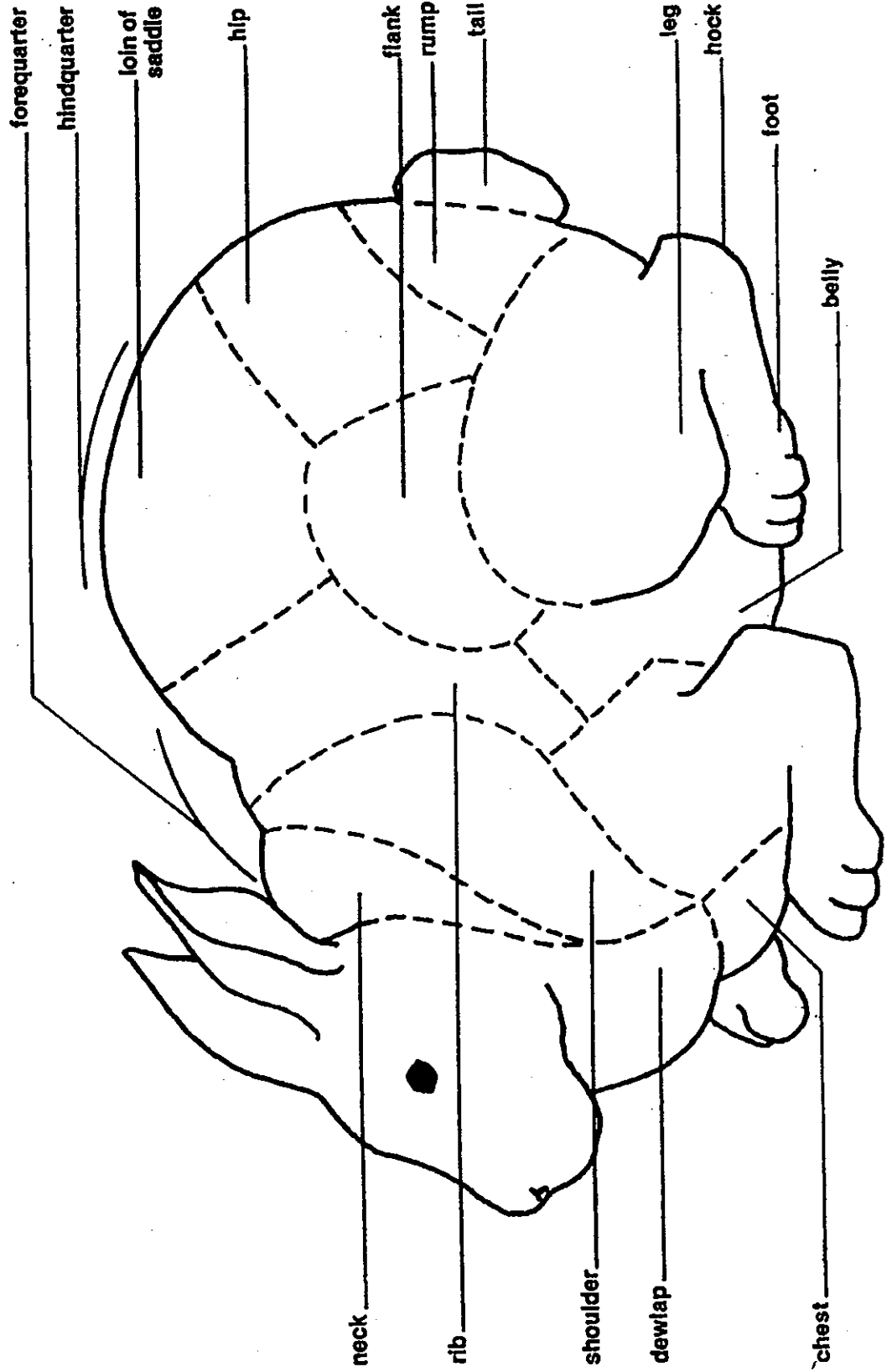
- should be reasonably firm and should not run over when egg is opened.

AIR CELL

10

- Freshness: air cell should not be more than 3 cm deep

PARTS OF A RABBIT



RABBITS - BREEDING

When judging rabbits, it is very important to run the hand over the animal to feel the bone structure, muscling and finish.

Breeding classes are judged for their breed characteristics – those traits that will be passed on to their offspring.

PERFECT SCORE

BODY CAPACITY

35

- strong, broad chest
- wide, deep loin; smooth, well filled rump
- good depth to body

HEAD, FEET, LEGS

30

- broad head, round muzzle
- straight ears, carried according to breed
- bright, clear eyes; nose free from mucus
- small, strong feet with full pads of hair
- no signs of blindness

GENERAL CONDITION AND APPEARANCE

20

- no broken toes or nails; no ear mites
- no broken or missing teeth
- correct fur for breed
- strong, straight front and rear legs
- straight, well furred tail

CONDITION

15

- hard, solid flesh
- difficult to pick up by shoulder skin
- fur in good condition

RABBITS – MARKET

In a market class, the main concern is whether the animal is ready for market, As with breeding stock, rabbits are judged by running the hand over the animal to determine bone structure and muscle. Does should have medium to long bodies. Bucks should be shorter in length and blockier.

PERFECT SCORE

HINDQUARTERS

45

- hard, solid flesh
- wide, deep loin
- smooth, well filled and well fleshed rump

BODY CAPACITY

25

- broad chest; deep body
- rib and hip bones close together
- well fleshed rib cage and rump

HEAD, FEET, LEGS

20

- broad head, round muzzle
- straight ears, carried according to breed
- bright, clear eyes; nose free of mucus
- small, strong feet with full pads of hair
- no signs of blindness

TEETH, NAILS, TAIL

10

- no broken teeth or toenails
- tail should be straight up from rump

SHEEP – BREEDING

	PERFECT SCORE	
	WOOL BREEDS	MEAT BREEDS
BODY CONFORMATION	20	40
<ul style="list-style-type: none">- skeletal structure- muscling, not over-conditioned- size and scale should conform to breed- sound mouth		
FEET, LEGS AND BONE	20	20
<ul style="list-style-type: none">- strong, straight legs with heavy bone- legs square under body- sound feet and legs- strong, flexible pasterns		
FLEECE	40	15
<ul style="list-style-type: none">- finest quality wool is found at shoulder- colour should conform to breed standard- consider length, wave and density- fleece should be uniform in fineness- clean and shiny- bright fleece and pink skin indicates health		
GENERAL APPEARANCE	20	25
<ul style="list-style-type: none">- overall appearance should be pleasing- desirable balance and blending of parts- breed characteristics should be displayed- rams should be rugged with strong bone- ewes should be more refined		

Scorecard courtesy of the Canadian Sheep Breeders' Association

JUDGE'S EYE

DETERMINING CONDITION AND MUSCLING:



Checking width
of loin

Checking size
of leg

Checking depth
of twist

ADVANCED JUDGING IDEAS:

Records are often used when judging a breeding class. These production records can include information such as age, birth weight, number of lambings, number of lambs per lambing and actual weight. When using production records, you should consider both the conformation and production aspects to come up with your final placing.

SHEEP – MARKET LAMBS

PERFECT SCORE

CONFORMATION

40

- ideal market lamb
- weighs 45-65 kg
- straight, smooth topline
- well-muscled leg
- long body, wide loin, overall balance

MUSCLING

20

- meaty lamb with proper finish
- thickness through centre of leg
- bulging stifle, thick over top

QUALITY AND CARCASS YIELD

20

- heavily muscled lamb with a trim middle yields highest percentage of meat cuts
- 70% of cuts are from leg and loin
- select correctly finished, heavily muscled lambs with good conformation, balance and quality

FINISH

10

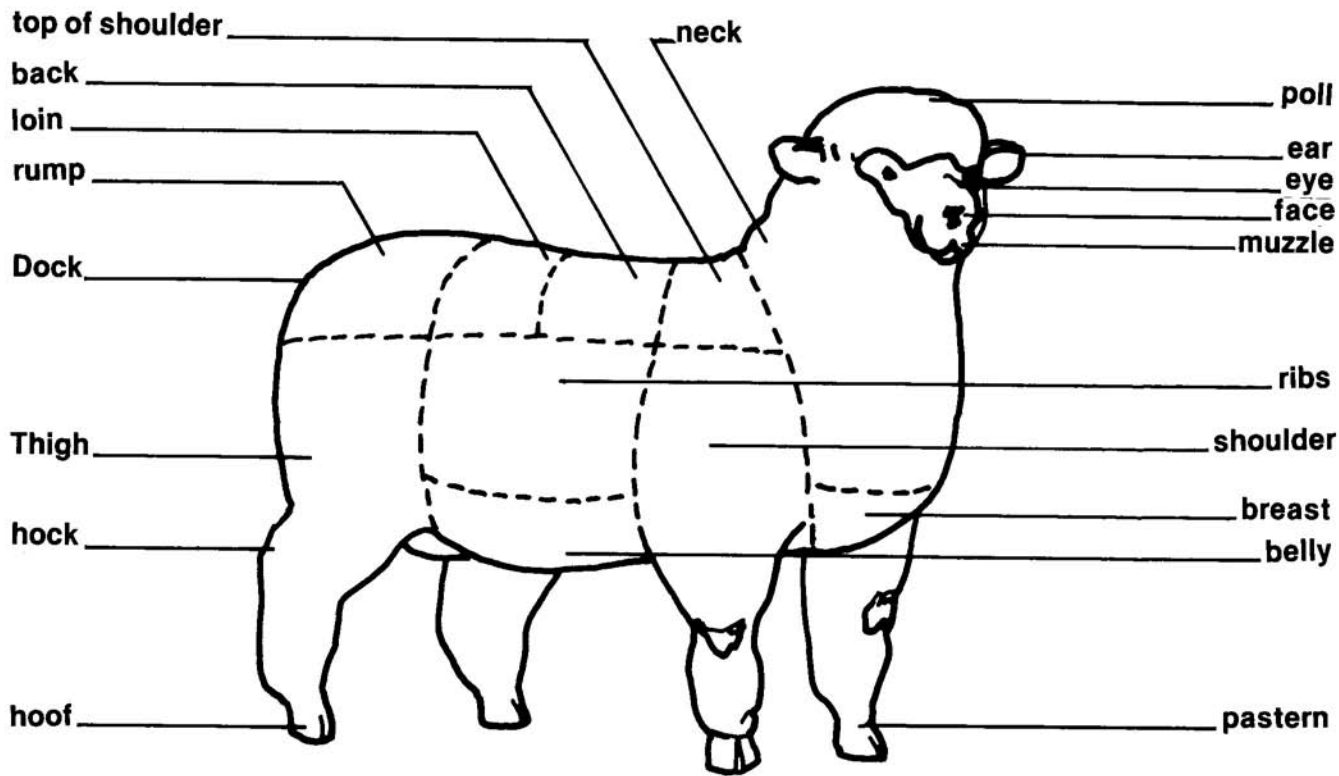
- lambs must be handled to determine finish
- ribs and edges of backbone can be felt in properly finished lambs
- firm, uniform covering of ¼" fat over 11th and 12th ribs

FLEECE

10

- fleece is important for salvage value
- finest quality wool is at shoulder
- no black fibres in white fleece
- uniform in fineness or grade
- long fibres are desirable

PARTS OF A SHEEP



FLEECE

CLASSES

Category

Fine and Medium

Breed

Rambouillet, Corriedale, Columbia

Medium Strong

Strong Corriedale, Columbia, Fine Border Leicester, Romney

Strong

Lincoln, Leicester, Cotswold, Romney

Down Breeds

Suffolk, Hampshire, Dorset, Tunis, Oxford, Cheviot, Shropshire, Southdown

Novelty

Jacob, Scottish Blackface, Romanov

PERFECT SCORE

UNIFORMITY

35

- strength
- crimp in overall fleece

PRESENTATION

25

- overall presentation, tying, skirting of sample (fleece tied with a ribbon)
- free from branding and second cuts (shearer missed some fleece and had to recut)
- free from paints and stains

STAPLE LENGTH

20

- staple is length of fleece in sample
- appropriate to breed
- minimum 2.5": about one year's growth

LUSTRE

20

- brightness, colour and handle

DISQUALIFICATION FACTORS:

- wet, moldy, matted, black fibres, moths, tender, excessive vegetable matter or burrs

BREEDING SWINE

The object of judging breeding swine is to choose the best replacement stock possible. Breeding swine should be well muscled, with a strong skeletal structure, and should display the desired traits for their breed.

PERFECT SCORE

GENERAL BODY CONFORMATION

50

- long and well muscled, with deep sides
- free of flabbiness
- slightly arched topline
- deep and wide through the chest
- smooth, trim jowl

FEET AND LEGS

20

- straight legs with good bones
- strong but flexible pasterns
- free and sound movement
- legs square under body

UNDERLINE

30

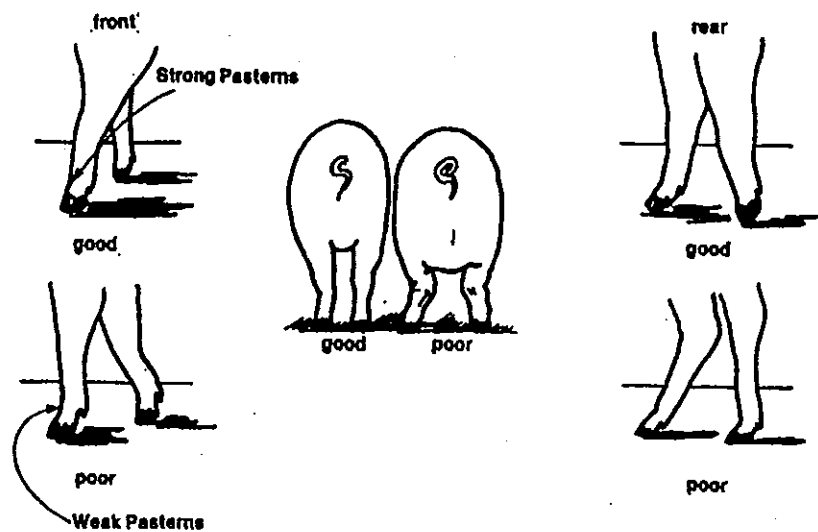
- sows should have at least 6 pairs of evenly-spaced, well developed teats; at least 3 pairs ahead of the navel
- boars should also have 6 pairs of evenly-spaced teats; teat spacing and number is hereditary
- underline should also be trim and clean

SWINE – BREEDING

The object of judging breeding swine is to choose the best replacement stock possible. Breeding swine should be well muscled, with a strong skeletal structure, and should display the desired traits for their breed.

	PERFECT SCORE
<p>GENERAL BODY CONFORMATION</p> <ul style="list-style-type: none"> - long and well muscled, with deep sides - free of flabbiness - slightly arched topline - deep and wide through the chest - smooth, trim jowl 	50
<p>UNDERLINE</p> <ul style="list-style-type: none"> - sows should have at least 6 pairs of evenly-spaced, well developed teats; at least 3 pairs ahead of the navel - boars should also have 6 pairs of evenly-spaced teats; teat spacing and number is hereditary - underline should also be trim and clean 	30
<p>FEET AND LEGS</p> <ul style="list-style-type: none"> - straight legs with good bones - strong but flexible pasterns - free and sound movement - legs square under body 	20

JUDGE'S EYE



MARKET SWINE

PERFECT SCORE

GENERAL BODY CONFORMATION

50

- long, deep body with limited arch of topline
- standing on sound legs
- wide chest
- deep, wide ham
- clean underline and flank

HEAD, NECK AND SHOULDER

10

- clear eyes with no discharge (which could indicate disease)
- trim jowl and neck
- muscling evident when walking

BACK AND LOIN

15

- wide and long
- good muscling
- free from overfinish
- long and deep sides
- adequate spring of rib

RUMP AND HAM

15

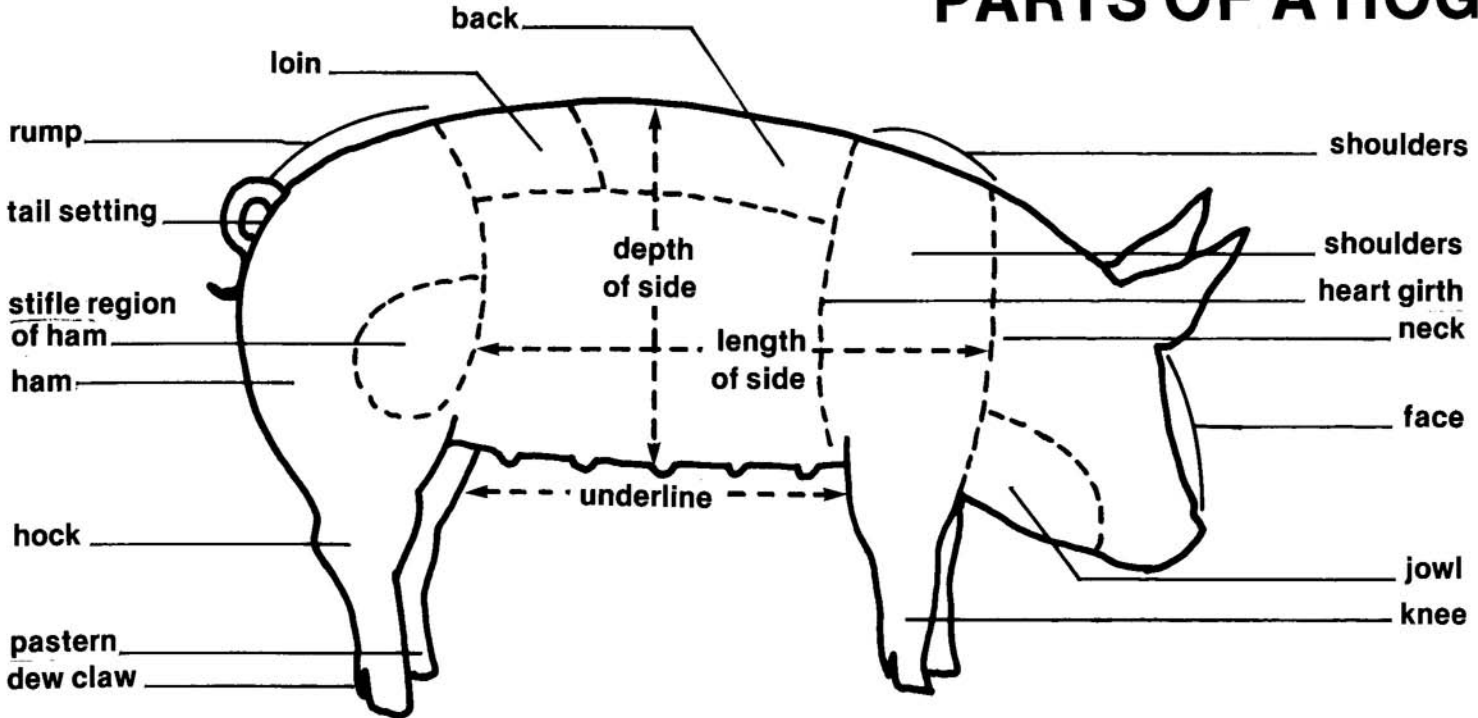
- long, wide, muscular rump
- high tail setting
- moderate flare from loing
- clean, deep, well-muscled ham
- ham is firm and not flabby

FINISH

10

- minimum amount of smooth finish
- no sign of overfinish or excess fat

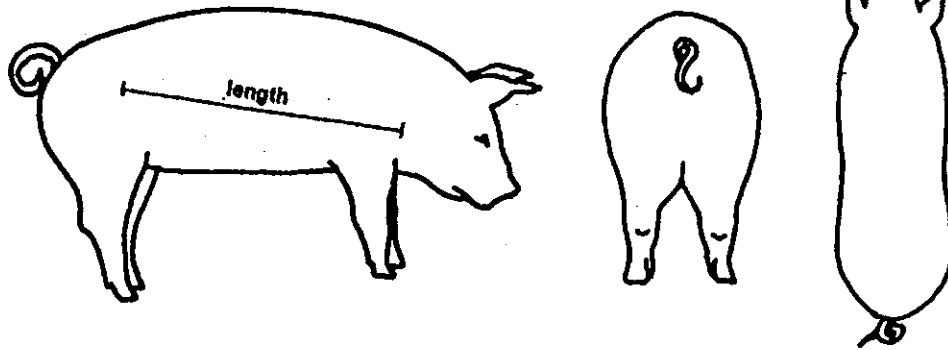
PARTS OF A HOG



JUDGE'S EYE

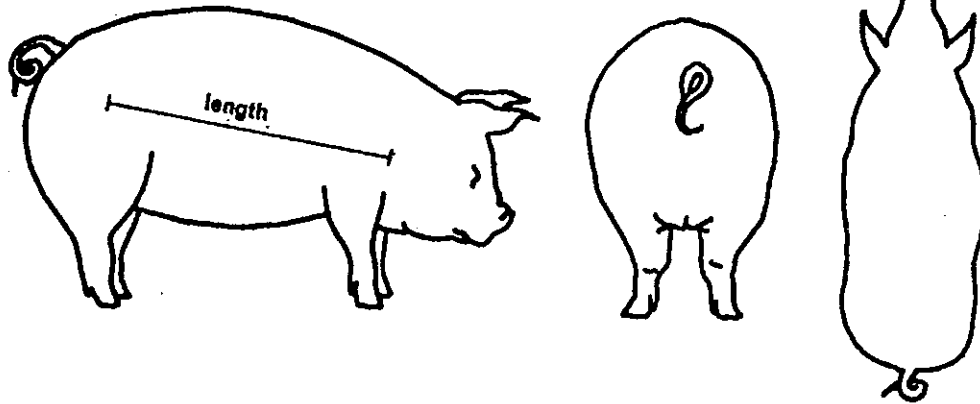
EXCELLENT TYPE MARKET HOG:

Correctly finished, full in the ham, trim and smooth throughout.



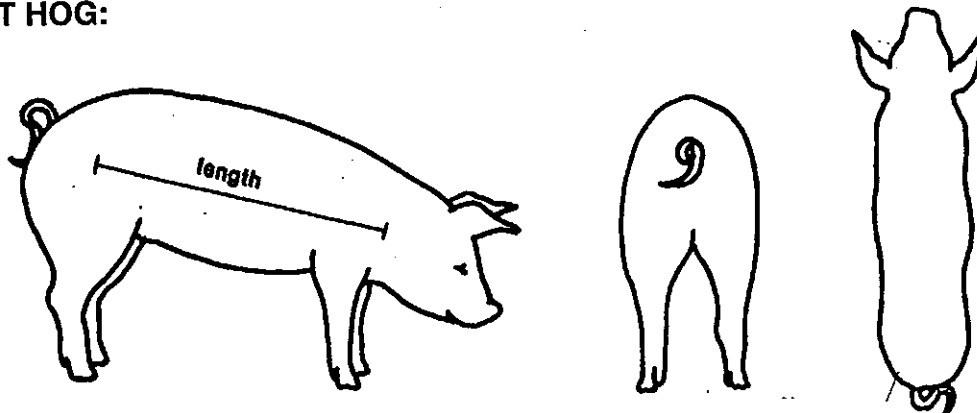
POOR TYPE MARKET HOG:

Over-finished, excess fat, short, thick and wide in the body.



POOR TYPE MARKET HOG:

Under-finished, narrow, shallow and cut up in the ham.



MEAT CUTS

PERFECT SCORE

FAT AND MARBLING

20

- some fat is required for flavour (about 1 cm)
- fat should be white and firm
- some marbling should be seen
- too much marbling means too much fat
- marbling evenly distributed

COLOUR

20

- muscle tissue should be bright red for beef, light greyish pink to pink for pork and light to dark pink for lamb

MEAT YIELD

20

- high proportion of lean meat to bone and fat
- consider cost per serving if given
- consider end use of product

TEXTURE

20

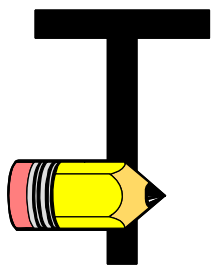
- surface of cut smooth and velvety
- minimum amount of connective tissue and large muscle fibres and bundles
- fine texture indicates tenderness

FIRMNESS

20

- lean meat firm to touch
- fat firm to touch

Notes,
Judging &
Reasons



EMPLATES

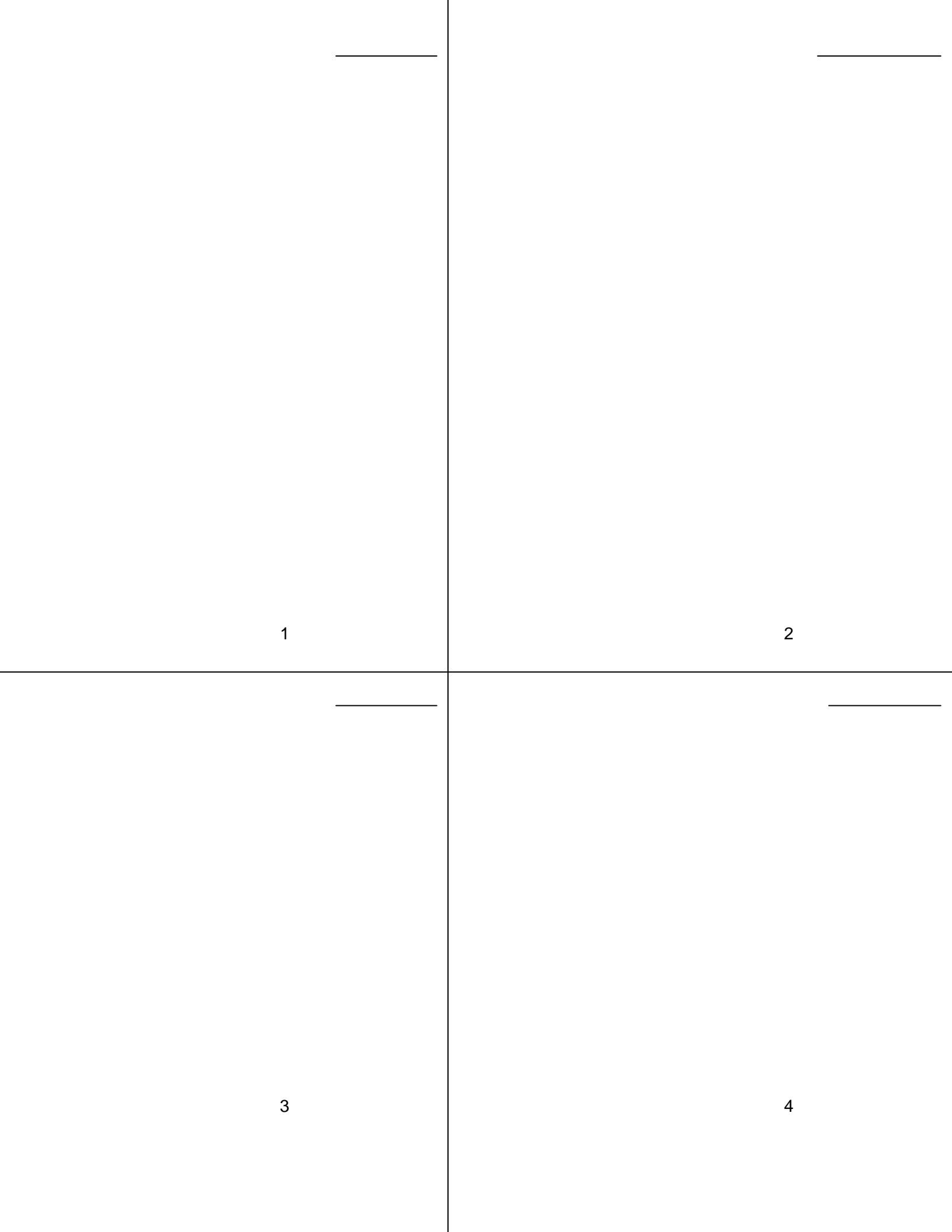


1

2

3

4



1

2

3

4

1

2

3

4

JUDGING FORMAT

Sir/Madam, I place this class of

____ , ____ , ____ , ____

I place _____ on the top because

I place _____ over _____ because

I place _____ over _____ because

I place _____ over _____ because

For these reasons, I place this class of

____ , ____ , ____ , ____

4-H STANDARD JUDGING CARD

Name/Number _____ Age _____

Class _____ Club _____

Placing: First _____

Second _____

Third _____

Fourth _____

Placing	_____
Score	_____
Reason	_____
Score	_____
Total	_____

REASONS (list only main points):

I place _____ at the top because:

I place _____ over _____ because:

I place _____ over _____ because:

I place _____ over _____ because:

I place _____ at the bottom because:

FOR THESE REASONS I PLACE THIS CLASS OF

_____ - _____ - _____ - _____

JUDGING CARDS

Class: _____ Number: _____

1st _____

2nd _____

3rd _____

4th _____

Score:

Placing: _____ Reasons _____ TOTAL: _____

Class: _____ Number: _____

1st _____

2nd _____

3rd _____

4th _____

Score:

Placing: _____ Reasons _____ TOTAL: _____

Class: _____ Number: _____

1st _____

2nd _____

3rd _____

4th _____

Score:

Placing: _____ Reasons _____ TOTAL: _____

Class: _____ Number: _____

1st _____

2nd _____

3rd _____

4th _____

Score:

Placing: _____ Reasons _____ TOTAL: _____

Class: _____ Number: _____

1st _____

2nd _____

3rd _____

4th _____

Score:

Placing: _____ Reasons _____ TOTAL: _____

Class: _____ Number: _____

1st _____

2nd _____

3rd _____

4th _____

Score:

Placing: _____ Reasons _____ TOTAL: _____

JUDGING CARDS

Judging Competition Sample Press Release

For Immediate Release:
(Date)

(Your association name) Hosts (name of event) to (purpose)

(Your town/region) – In Paragraph One, mention:

*Date, time
Place
Association
Description of event
Who will be attending*

Paragraph Two:

Briefly describe the event, target age group, description of 4-H, prizes to be awarded

Paragraph Three:

Quote from local association president, member, volunteer etc. eg. "We are very excited about the because..."

Paragraph Four:

Mention any sponsors or promotion partners and a brief description

For further information, contact: *(name, title, phone number, email)*

Judging Competition Evaluation Form Template (Date)

Name optional _____
Age _____

Division _____
Association,
if applicable _____

It was awesome when we...

I heard about this event through...

It was awful when we...

Did you have enough time?

It would be neat if we could have...

Were instructions clear?

I liked judging these classes:

Were scorecards posted?

I hated judging these classes:

Anything else?

Thank You...

4-H Ontario would like to acknowledge the following references in developing this judging toolkit:

British Columbia 4-H Creative Arts Judging Guide

British Columbia 4-H Livestock Judging Guide

CGS Classification booklet, © 2000 by the Canadian Goat Society; Illustrations © 2000 by Angela Beltane.

Holstein Canada's "You Be the Judge" manual

"Livestock Judging Techniques" by Jerry Lapse
Copyright 2002 University of Missouri
Published by University Extension, University of Missouri-Columbia

Nova Scotia 4-H Livestock Judging Guide

Nova Scotia 4-H Spotlight on Judging

4-H Ontario Judging Handbook

Peterborough Junior Day Planning Binder

Also, thanks to everyone involved in editing, revising and updating this toolkit. Your help has been greatly appreciated.

For further information...

"Cyber" Judging:

<http://utahreach.usu.edu/boxelder/ext/4-h/cyberjdg/cyberpg.htm>

<http://www.llamalife.com/archives/clinic49.html>

<http://www.swine.net/contest/vlclass.htm>

Hormel Scoring Systems:

Available through NASCO at www.enasco.com

Videos: (available through 4-H Ontario)

"You Be The Judge"

Check the 4-H website at www.4-hontario.ca for further video listings.

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