

# Planning and Running a Judging Competition

## Before the Competition

### 1. Committee

Members of the committee could include: senior members, leaders, parents and other 4-H volunteers who are interested in helping out.

### 2. Location

Choose a location that is suitable for the type of competition that the committee is hosting. Local agricultural society grounds are convenient. The grounds are often equipped with loading and handling facilities, panels for making pens, buildings, and parking.

If the competition will have sheep and swine classes, pens will be needed to hold the animals. Allow room for the horses and breeding animals to be moved around so that the contestants can see how they walk.

### 3. Classes

Determine what types of classes will be judged.

If there are a number of members coming to the competition who are from non-livestock clubs, the committee may want to include classes on some of those items, such as small engines, sewing or foods. Consider including some novelty classes such as footwear, oranges, jeans or some other item. Will there be a quiz class? Have a back up class.

Consider including a session at the start of the competition about the basics of judging and filling in a judging card if you expect a large number of beginner judges.

When members attend the Provincial Judging Competition, they judge beef, dairy, light horses, heavy horses, sheep and swine.

### 4. Oral and written reasons

The committee needs to decide if there will be all of one type, or a combination? Will some classes be judged for placings only? If there are classes that have oral reasons, it is a good idea to have more than one person listening to reasons for that class. The competition will go faster.

### 5. How long for the classes?

- Placings only class – allow 12 minutes per class.
- Oral reasons class – allow 15 minutes per class
- Written reasons class - allow 20 minutes per class.

### 6. Competition Schedule/Format

There are several different formats the committee can consider.

- Contestants judge all the classes first in rotation, then have oral reasons

presented to the reasons judges.

- Judge a certain number of classes, present oral reasons on them, judge the remainder of the classes, present oral reasons on the remainder of the oral classes.
- All classes, oral reasons or id stations are judged in rotation. You may choose to have a rotation that includes oral reason stations immediately after each oral reason class.

Timing of the competition schedule will depend on the committee's decision to have placings, written reasons or oral reasons classes and format of the day.

#### 7. Divisions

Determine how the members are going to be divided up. Will the divisions be:

- Junior/senior
- Novice, junior, senior, open
- Junior, intermediate, senior

It's up to the committee to make the decision. You may want to make your age groups match the next level of competition if there is one.

#### 8. Prizes/Awards

Will there be prizes or awards? If so, for what? Juniors and seniors, top in each class, top placings, top reasons?

#### 9. Lunch & Refreshments

Did the committee decide to offer lunch? It is a good idea to have at least juice, coffee and a light snack available.

#### 10. Pre-registration

Will the contestants need to pre-register? Or can they register on the day of the competition?

#### 11. How to record scores

Consider the number of scores to record and the number of competitors.

- If the competition has the standard 5 classes (10 scores to record – placings and reasons combined), there needs to be a minimum of 75 competitors to be beneficial to use the computerized scoring.
- If there are between 16 and 20 placing and reasons classes combined, use the computerized scoring system with more than 50 competitors.
- Less than the desirable number of competitors given the number of scores to record, it will be efficient to manually score the competition or use a computer spread sheet to record scores.

## 12. Groups & Numbers

Does the committee want to split the contestants into as many groups as there are classes, or judge two or three classes, then move on to the next group of two or three classes? If groups are smaller, then the animals are more easily seen. If two or three classes are running at once, rather than five or six, the resource people and the livestock can go home more quickly. Try to split up the members who know each other - it lessens the temptation to discuss classes while judging.

At registration, assign each contestant a number. If you are using the computer scoring system, assign numbers as the system requires. If you are manually recording the scores or you are using a computer spreadsheet, recording scores is easier if each contestant is assigned a number to use on their cards, rather than their name. Record the names and numbers in numerical order and recording class scores goes much quicker. You may want to assign a specific group of numbers to each age group. For example 1-50 juniors, 51-100 intermediates, 101-150 seniors.

## 13. Judges

When contacting the "official" judges you should discuss the following with them and follow up with a letter:

- Date and location of competition.
- What time – it is advisable to ask them to arrive a bit early. Also, let them know what time you will expect them to be finished.
- How much time they have to talk about what to look for when judging a class.
- What type of a class will they be judging? (For example: market animal, heifers, etc.)
- What else is going on during the day?
- Are they expected to mark and/or listen to reasons?
- Honorarium and expenses.

Meet with all judges on the day of the competition for orientation – classes being judged, reasons, housekeeping details, last minute changes, etc.

## 14. Animals

When contacting people to bring livestock or items to judge, discuss the following with them and follow up with a letter:

- Date and location of the competition.
- What time – it is advisable to ask them to arrive early. Also, let them know what time they will be finished.
- If possible, ask them to bring a class with an easy winner and an easy bottom. If this is not possible, two pairs, a top and bottom pair. This makes the classes easier to judge, particularly for beginner judges.
- Does the committee need to supply handlers for the animals? (Often

parents of contestants will be willing to assist with this.)

- Honorarium and expenses.
- Do they need any special facilities for their class? Do they need pens for the animals, table, etc.

#### 15. Volunteers required

Could be senior members or parents.

##### Marketing & Publicity

- Advertise the competition to other clubs, districts, etc.

##### Registration Desk

- Register participants and assign competition number.
- Handout judging cards and other information related to the competition.

##### MC and timekeeper

- Introduce the official judge(s).
- Announce when time begins and keep track of time. Announce 10 minutes, 5 minutes, 2 minutes, 1 minute and time.
- Tell contestants when to move to the next station, and which way to move along.

##### Marshal

- 1 per class
- Direct travel of livestock. Act as ring-man.
- In cattle classes, the animals should walk around the ring at least four times, then they can be lined up head to tail, and after a period of time they can be moved to stand side by side. When moving the animals from the head to tail position, to the side by side position, you may want them to circle the ring in the opposite direction a couple of times.
- In horse classes, the animals will be walked and trotted individually before they are stood up. Dividing the group into two, and have each group stand at either end of the arena where the horses will be moving seems to work well. Stand the horses head to tail for a while, and then move them to stand side by side. If the group is large and you have the space, split the group into four and have them stand at the four corners of a square or rectangle and ask the horses to walk on the ends and trot or jog on the sides of the rectangle.
- In sheep and swine classes, the marshal should assist members to get a good view of the animals, and also to handle them if necessary. As well, they control the access to the animals if you allow members into the pens for a closer view of the animals.

- Collect the judging cards when the contestants are finished filling them in, and give to the cards to the card runner.

#### Reason Takers

- If the official judges are not listening to reasons, this job involves listening and scoring the oral reasons based on the judge's official placings and comments.

#### Card Markers

- 1 or 2 per class.
- This job involves finding the score for placings on the Hormel and recording it on the card. (If not using the computerized cards.)
- If the official judge is not marking the cards, this job entails marking the written reasons based on the judge's official placings & comments.

#### Card Runners

- 1 – 3 people, depending on size of competition.
- Pick up the cards from the marshals at each class and deliver the cards to the markers or recorders.
- Ensure that all cards are collected for that round.

#### Group Leader/Supervisor

- 1 person/group.
- Ensure that the contestants move from class to class.
- Discourage contestants from discussing the class while judging or judging the classes together, and to encourage the contestants to judge independently.

#### Computer Operator (Computerized Scoring)

- 1 – 2 people
- This job involves scanning/recording the scores from the cards into the computer program.

#### Recorder (Manual Scoring)

- 1 – 3 people
- Record scores from placing and reasons cards.
- Tabulate the overall scores.

#### Social Activities

- Plan social activities after the competition.

## 15. Supplies to have at the contest

### General Supplies

- Judging cards – one per contestant per class plus extra (written/oral)
- Pens/pencils
- Recording sheets – to be used for smaller competitions or for backup in case of computer failure
- Calculator or adding machine

### Computerized Scoring

- Computer
- Printer
- Printer supplies
- Paper
- Scanning wands

### Manual Scoring

- Hormel – one per class plus a spare
- Masking tape – to tape the Hormel's in place once they are set
- Felt Marker – to write on the masking tape which class the Hormel is set for

## During the Competition

### 1. Orientation Meeting

- Meet with judges and volunteers to review the format of the day, housekeeping details, advise of any last minute changes and answer any questions.
- Have one person on your committee assigned to collect the official placings and cuts from the judges once they have placed their classes.

Note: Ensure that there is at least one person at the competition who understands how cuts (or splits) work and can explain it to any judges who are unsure, and can operate a Hormel if you are using one.

### 2. Registration

- Record information for each contestant.
- Hand out judging cards for all classes (the committee may also choose to hand out the cards at the beginning of each class).

### 3. Breaking Ties

- If there is a tie in a class, the tie is broken based on the reason score for that class. If there still is a tie, then the person with the highest total reason score should be declared the winner.

- In aggregate placings, ties are broken by adding up the reasons scores and the higher reason score is declared the winner.
- If there is still a tie, the recorder should randomly choose one class and the winner of that class will be declared the winner. You may want to do this before the competition starts.

## After the Competition

1. Announce winners and distribute prizes/awards if any.
2. Submit results (if required).
3. Submit article & photo(s) to local newspaper.
4. Thank you letters to judges, individuals who supplied animals or articles to judge and volunteers.
5. Evaluation meeting and record recommendations for the next committee.

## Items that would be useful in the planning binder

1. Contact information
2. List of official judges
3. Financial summary (expenses, invoices, etc.)
4. List of responsibilities
5. Rotation system for judging
6. Blank judging cards
7. Minutes from any organizational meetings
8. Schedules
9. Scorecards to be posted, list of classes judged
10. Preferred reasons format
11. Final evaluations and feedback, comments or suggestions

# Judging Competition Class Planning Sheet

Date:				Location:		
Class	Judge	Who will contact	Livestock or items	Who will contact	Marshall	Who will contact

Class	Mark Cards	Who will contact	Reason takers	Who will contact	Group supervisor	Who will contact

# Judging Competition Planning Sheet

Date:		Location	
Task	Who to contact	Person Responsible for task	By when
Location:			
Seminar:			
Set up: pens, tables, etc.			
Order supplies from the 4-H Office			
Arrange for other supplies			
Food & beverages			
Advertising – invitations to other clubs, regions, etc.			
Thank you			
Prizes:			

# Scoresheets for Competition

Scoresheets are printed on legal size paper and are available on the CD Rom.

# Scoring Placings

Placings can be scored in a number of ways. These include hand scoring using a Hormel slide, or figuring out the score manually. There are also some computer programs that can be used to calculate placing scores. The first step in understanding how to determine a placing score is to be able to understand cuts.

## Understanding Cuts

Cuts (or splits) are used to demonstrate the difficulty level in a class and to determine the score of your placing of that class. In a class of 4 animals, hay samples, or apples, a cut is assigned between each pair in the official placing.

### Examples

Class Placing            4 2 1 3

Cuts                                    3-1-4

Placing 4 over 2 is a fairly easy placing. 2 over 1 is difficult. 1 over 3 is again, fairly easy.

Class Placing            4 2 1 3

Cuts                                    7-3-1

Placing 4 at the top is very easy. Placing 2 over 1 is fairly easy and placing 1 over 3 is close or difficult.

When you assign cuts to a class, there are several rules to keep in mind:

1. Your cuts may have any value from 1 to 8.
2. The sum of the 3 cuts should be greater than 6 but must be no greater than 15.
3. If the sum of your 3 cuts is 15, your middle cut must be no greater than 5.
4. If the sum of your 3 cuts is 14, your middle cut must be no greater than 8.

These rules exist only to make your scoring out of 50 work!

Remember:

- Higher cuts mean easier placings.
- Lower cuts mean more difficult placings.

## More about Cuts

Your official judge will determine the cuts (or splits) on the class he placed. A change in the value of the cut will change your placings score.

Let's take a closer look at the impact of different cuts:

### Example

1. Suppose the cuts are 1-2-1. The range of marks available to the contestants will be from 36 to 50 out of a possible 50.
2. Suppose the cuts on the same class are 3-6-3. The range of marks available to the contestants will be from 8 to 50 out of a possible 50.

Placing	Example 1 Cuts 1-2-1	Example 2 Cuts 3-6-3
4 2 3 1	50	50
4 3 2 1	48	44
2 4 1 3	48	44
3 2 4 1	44	32
1 3 2 4	36	8

The series of cuts in examples 1 and 2 both indicate a class that has a close top pair and a close bottom pair. The member with placings totally backwards from the official placings would receive a placings score of 36 in example 1 and a score of 8 in example 2.

2. With the split of 3-6-3, more emphasis is placed on the ability of the individual to properly place the class.
3. Suppose the cuts are 2-1-2. The range of marks available to the contestants will be from 34 to 50 out of a possible 50 points.
4. Suppose the cuts on the same class are 6-3-6. The range of marks available to the contestants will be from 2 to 50 out of a possible 50 points.

Placing	Example 3 Cuts 2-1-2	Example 4 Cuts 6-3-6
3 1 4 2	50	50
3 4 1 2	49	47
1 3 2 4	46	38
4 1 3 2	44	32
2 4 1 3	34	2

The series of cuts in examples 3 and 4 both indicate a class with an easy top placing and an easy bottom placing with a closer pair in the middle. Again, note the differences in the ranges of marks available.

Encourage your judges to put representative splits on the classes. We need to train our members to improve their judging skills and decrease the element of luck in their judging. No matter how the member placed the class, he still has the opportunity to improve his overall mark for the class by presenting a good set of reasons for his placings.

### Using Cuts to Score Placings

Once you know the official placings and the corresponding cuts, you can score your placings.

The following example shows how to determine your score manually.

Official Placings	4 2 1 3
Cuts	3-1-4
Your Placings	1 4 3 2

Now let's compare your placings to the official placings. There are six possible pairs. Ask questions for each pair as you see them in the official placings. Answer the questions from your placings. Each time the answer is "No", you lose points.

Here goes:

Q1. Did you place 4 over 2?

A. Yes, so you don't lose any points.

Q2. Did you place 4 over 1?

A. No, so you lose 3 + 1 points. (The cuts between 4 and 1 in the official placing.)

Q3. Did you place 4 over 3?

A. Yes, so you don't lose any points.

Q4. Did you place 2 over 1?

A. No, so you lose 1 point.

Q5. Did you place 2 over 3?

A. No, so you lose 1 + 4 points.

Q6. Did you place 1 over 3?

A. Yes, so you don't lose any points.

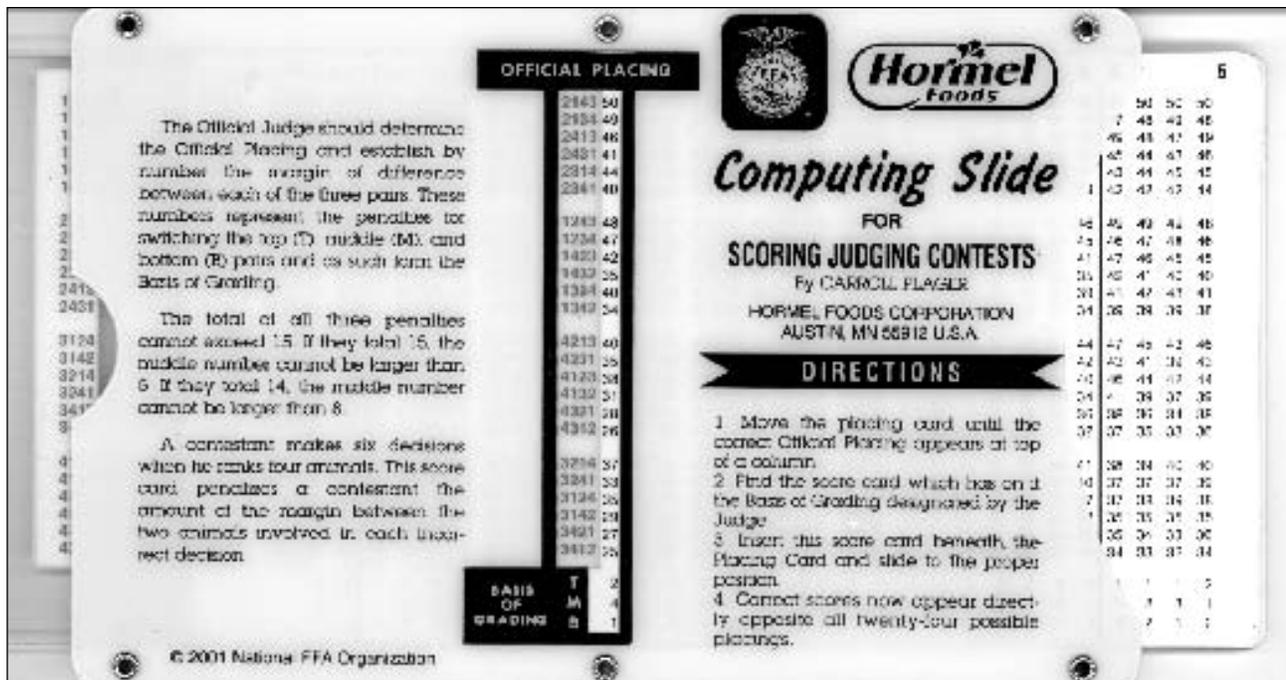


Using the plastic sheets with the red numbers, find the sheet where 2 1 4 3 is the first series of numbers in one of the columns. (Hint – the columns are grouped 1 and 2 first on one sheet and 3 and 4 on the other).

1234	1243	1324	1342	1423	1432	2134	2143	2314	2341	2413	2431
1243	1234	1342	1324	1432	1423	2143	2134	2341	2314	2431	2413
1324	1423	1294	1432	1243	1342	2314	2413	2134	2431	2143	2341
1342	1432	1243	1423	1234	1324	2341	2431	2143	2413	2134	2314
1423	1324	1432	1234	1342	1243	2413	2314	2431	2134	2341	2143
1432	1342	1423	1243	1324	1234	2431	2341	2413	2143	2314	2134
2134	2143	3124	3142	4123	4132	1234	1243	3214	3241	4213	4231
2143	2134	3142	3124	4132	4123	1243	1234	3241	3214	4231	4213
2314	2413	3214	3412	4213	4312	1324	1423	3124	3421	4123	4321
2341	2431	3241	3421	4231	4321	1342	1432	3142	3412	4132	4312
2413	2314	3412	3214	4312	4213	1423	1324	3421	3124	4321	4123
2431	2341	3421	3241	4321	4231	1432	1342	3412	3142	4312	4132
3134	4132	2134	4132	2143	3142	3214	4213	1234	4231	1243	3241
3142	4132	2143	4123	2134	3124	3241	4231	1243	4213	1234	3214
3214	4213	2314	4213	2413	3412	3124	4123	1324	4321	1423	3421
3241	4231	2341	4321	2431	3421	3142	4132	1342	4312	1432	3412
3412	4312	2413	4213	2314	3214	3421	4321	1423	4123	1324	3124
3421	4321	2431	4231	2341	3241	3412	4312	1432	4132	1342	3142
4123	3124	4132	2134	3142	2143	4213	3214	4231	1234	3241	1243
4132	3142	4123	2143	3124	2134	4231	3241	4213	1243	3214	1234
4213	3214	4312	2314	3412	2413	4123	3124	4321	1324	3421	1423
4231	3241	4321	2341	3421	2431	4132	3142	4312	1342	3412	1432
4312	3412	4213	2413	3214	2314	4321	3421	4123	1423	3124	1324
4321	3421	4231	2431	3241	2341	4312	3412	4132	1432	3142	1342

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Put the red number sheet over the cardboard with the correct cut on it and slide them back into the sleeve. Line the correct cuts in the space provided. Line up the column with the correct placing on it in the space provided and the scores should show up to the right of the placings.



Now try a few. What is the score for the following placings?

3 4 1 2 \_\_\_\_\_

2 3 4 1 \_\_\_\_\_

4 2 1 3 \_\_\_\_\_

3 2 1 4 \_\_\_\_\_

Answers: 25, 40, 40, 37

### Examples

Here are some more examples. Try figuring the score manually or by using the Hormel Computing Slide.

1. Official placings                      2 4 1 3  
 The cuts are                              1-5-3

What is your score if you placed the class:

a)     2 4 3 1 \_\_\_\_\_

b)     4 2 1 3 \_\_\_\_\_

c)     2 1 4 3 \_\_\_\_\_

d)     3 2 4 1 \_\_\_\_\_

e) 3 1 2 4 \_\_\_\_\_

f) 3 1 4 2 \_\_\_\_\_

g) 2 4 1 3 \_\_\_\_\_

2. Official placings 1 2 3 4

The cuts are 7-2-5

What is your score if you placed the class:

a) 2 1 3 4 \_\_\_\_\_

b) 1 2 4 3 \_\_\_\_\_

c) 2 1 4 3 \_\_\_\_\_

d) 3 1 2 4 \_\_\_\_\_

e) 4 1 3 2 \_\_\_\_\_

f) 4 3 1 2 \_\_\_\_\_

g) 1 2 3 4 \_\_\_\_\_

2. a) 43	b) 45	c) 38	d) 39	e) 22	f) 13	g) 50
1. a) 47	b) 49	c) 45	d) 39	e) 19	f) 18	g) 50

Answers: