

Teaching Evaluation through Judging

For more detailed information please refer to *Oklahoma Volunteer Development Series Lit. 847, "Judging."*

Judging is a form of evaluation. Evaluation is a subject, which involves the comparisons of differences when selecting one article, animal or product instead of another because of defined qualities and standards. Judging, in one form or another, is a part of everyday life. As a consumer we are using judging principles to select one product over another.

Evaluation is a teaching method that develops knowledge and understanding of qualities and standards and how to choose wisely. As a learning experience it teaches the learner to recognize good products, sharpen their judgment, improve their work, make comparisons and express themselves. 4-H members are taught to evaluate an animal or article in terms of an ideal, not a scorecard.

Judging is fun and challenging. When planned into 4-H project work it is used to check progress, evaluate improvement and to determine what has been learned. Being a good judge requires practice, just as being a good baseball player requires practice to become proficient with the skills for playing baseball. Learning the skills and knowledge needed to be a good judge requires commitment and dedication.

The main thing to remember when teaching judging is that we **do not** train our 4-H members to win a contest. We train the 4-H members to learn standards, quality and how to make judgments. The life skills of decision making, problem solving, critical thinking, organizing, self-discipline and communications taught through judging are encouraged in all 4-H work. Judging experiences prepare members for decisions made later in life.

Teaching Evaluation through the Judging Process

Start with the comparison of two articles. Make the differences obvious. Visuals such as charts, pictures or the actual item can be used for comparison. Have a handout, flip chart or chalkboard listing the ideal standards to identify. When they are comfortable and consistent with a small class of 2; move on to a class of 3 items. Members should be achieving uniformity in placing and reasons before advancing to another class. Begin making the similarities and differences less obvious.

Some projects have established standards. If standards have been established the project manual or leader's guide will outline the standards. When standards have not been established the following concepts are to be used to evaluate:

- Good overall appearance
- Quality work
- Attempt to master a new skill
- Practicality combined with creativity and versatility

Teach participants there is a system or process for looking at multiple items and arranging items at the top, middle or bottom of the group. Develop a starting place for observations and use all of your senses. Looking at the class as a whole and then applying known standards in arranging items. Look for things that stand out. Keep in mind that the whole is more important than the parts.

With the fundamental life skills of decision making, problem solving, critical thinking, organizing, self-discipline, and communication the member should then be introduced to a scorecard/judging sheet or judging card used in contests. Teach them how to read and interpret the scoring device. Using the simple concept of 2 pairs, teach them to divide a class of 4 into sets of pairs, (i.e.; 4-2, 2-3, 3-1 or top and bottom pairs). Each person needs to be able to express reasons both verbally and in writing. Reasons are why and how you made your choice in arranging the class.

Have the learner start with the top pair and compare good and poor points of both products, then move to the middle pair and finally to the bottom pair. Avoid words: "I like," "better," "good," and "nice." Use a descriptive vocabulary in judging, (i.e.; "general appearance," "quality," "in my judgment," "as I compare," "on examining this class," "brighter finish," "more correctly finished" and "heavier muscled").

We cannot make youth learn. Our goal in 4-H is to make it pleasant and so important to them that they want to learn. What we teach today may not be seen as changed actions or behavior for years, or even until the next generation. Do not take it personal when youth don't learn just because we tell them to. Telling is not teaching and surface listening is not learning. Stay focused and committed. Involve the youth in the learning process by asking them to develop a class for judging. Responsibility can be a very good teaching tool. It will require more thought and preparation than memorizing and studying.

How to Set-Up a Judging Class

Start with articles that are alike. Divide articles into groups of excellent, good, fair and poor. The excellent group should be very good products. Pick one article from the excellent group and one article from another group for a two-article class. Select a representative from each group for a four-article group.

Final class selection should not be too close or too easy. Someone should be able to make the same placing now and six weeks from now. This doesn't mean that there will not be a close pair or an easy pair, a middle break in the class or an easy top or bottom.

What can be used for judging classes?

- Pictures, photos, drawings, crafts
- Commercial products
- Articles already on hand
- Judging kits
- Food – commercial or homemade
- Practice pieces
- Livestock classes – actual animals or pictures
- Articles made for a purpose

Using a Judging Card

All of the possible placings are on the judging card. The member must select the one set of placings he/she wants for that class. The selection is indicated with an "X" by that placing. Only one "X" should appear on the card.

Forms of Evaluation Used in Judging

There are five forms of recognition in the National 4-H Recognition Model (See *Oklahoma Volunteer Development Series Lit. 845, "Recognition Model"* for additional information.)

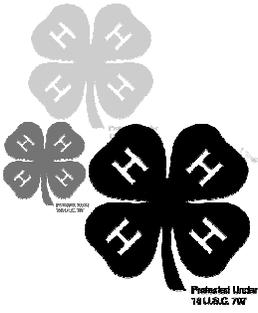
Three forms of recognition are used in judging:

Participation – Participation ribbons or certificates are given to all participants.

Achieving Standards of Excellence – Danish Award System of Blue, Red and White Awards presented based on an established standard. No one person is singled out as "first" or "best".

Peer Competition - 1st, 2nd and 3rd place are awarded based on projects being judged against one another. There can only be one winner!

Judging Contest Placing Card		1-2-3-4	A
		1-2-4-3	B
1-3-2-4	C		
1-3-4-2	D		
1-4-2-3	E		
1-4-3-2	F		
Contestant: _____	2-1-3-4	G	
_____	2-1-4-3	H	
_____	2-3-1-4	I	
_____	2-3-4-1	J	
Class: _____	2-4-1-3	K	
_____	2-4-3-1	L	
_____	3-1-2-4	M	
Reasons	3-1-4-2	N	
Class: <input type="checkbox"/> Yes <input type="checkbox"/> No	3-2-1-4	O	
_____	3-2-4-1	P	
Placing Grade: _____	3-4-1-2	Q	
_____	3-4-2-1	R	
Reason Grade: _____	4-1-2-3	S	
_____	4-1-3-2	T	
_____	4-2-1-3	U	
_____	4-2-3-1	V	
_____	4-3-1-2	W	
_____	4-3-2-1	X	



Review Questions Unit 2G

Name _____ County _____

Address _____ Zip _____

Club _____ Phone _____

E-mail Address _____ Date Completed _____

A minimum of three (3) 4-H Parent-Volunteer Self Study Lessons may be completed as one of the four necessary trainings required to maintain active status as a Certified 4-H Volunteer. The completed review questions from each lesson must be filed annually by the date specified by your county office.

The teaching method of judging is a form of evaluation. What is evaluation?

What does evaluation teach the learner?

What 4-H sources do you use to determine whether there are established standards for a subject matter?

When there are no established standards what general qualities should be looked for?

What life skills are taught through the evaluation and judging process?

What are three common forms of recognition from the National 4-H Recognition Model used in the process of judging?

Extension Office Use Only Date Received by Extension Office _____ Reviewed by _____
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