

RMC 2016 IMCA Coaches Workshop

Reasons to make reasons grading more Objective.

- I. Variation
 - a. Coaches- within each University vary as well as and between Universities.
 - b. Between Teams within Universities- Opinions change and the industry shifts
 - c. Committee Members vary in their major points of focus for reason grading.

Teaching Reasons

- II. Concepts for Emphasis
 - a. Big Picture
 - b. Details
 - c. Importance
 - d. Flow
 - e. Hand writing
 - f. Spelling and Grammar

Scoring of Reasons

- I. Topic Sentences.
- II. Trimness, Muscling or Quality.
 - a. Missing the Topic Sentence for objective measures Like Trimness or Muscling.
 - b. Missing Quality Topic Sentences should be equal to missing a Quality grade a two point deduction.
 - c. Using Cutability when only it was only trimness or muscling.
 - d. Bonus Points-plus one for the few instead of deductions for all contestants
- III. Details-
 - a. If there are 20 details and a student gets 18 of 20 then they get all five points.
 - b. If a student gets 16 details.
 - c. If the student gets 14 details.
 - d. If the student gets 12 details.
 - e. If the student gets 10 details.
 - f. Value of details and their importance to the placing.
 - g. Value of good observation and skill in seeing details.
 - h. Bonus points.
- IV. Secondary, Acknowledgments and Grants sentences
 - a. Missing the secondary or the grant sentence.
- V. Spelling, Handwriting, Grammar, Penmanship.

- a. Deductions should be made for misspelled words and grammar.
 - b. Handwriting at a minimum must be able to read.
 - c. Bonus points should be considered for handwriting.
 - d. Run on sentences.
- VI. Contest Time window and grading alternates reasons in the fall at the Eastern, American Royal and Cargill.