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 Ccutability 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.