

# Colorado State University



*Putting Knowledge to Work*

# Guide for 4-H Shooting Sports Judges

## 4-H Shooting Sports Judges Guide

### Introduction

The purpose of this guide is to help establish a set of guidelines for judging 4-H Shooting Sports Exhibits. In no way should the Shooting Sports Exhibit be confused with the Shooting Sports Contest.

### Judging the e-Record and Shooting Sports Supplement

A. What should an e-record consist of?

The 4-H Project e-Record consists of a cover, project goals, project and activity log, income and expense record, goal evaluation, project evaluation, photos, story and specific project information page. For more information on judging criteria for the e-Record look at the "Criteria for Judging 4-H Project e-Records" on the 4-H website (<http://www.colorado4h.org>)

B. What should the Shooting Sports Supplement consist of?

The Shooting Sports Supplement consists of: Shooting Sports Inventory (this is for all the Shooting Sports disciplines) and Shooting Sports Record Sheet for the discipline (s) you are taking. For example: If you are taking Shotgun and Archery, you will need to fill out the Shotgun Record Sheet and the Archery Record Sheet but only one Shooting Sports Inventory that covers both Shotgun supplies and Archery supplies.

The Shooting Sports Shoot Record is the most common way to determine the skill development of the 4-H member. The old saying is true, "Practice Makes Perfect". However, practicing the wrong way will not get you anywhere. When reviewing the shoot record and comparing them with the project and activity log, you should be able to see an improvement in not only the scores but also that the individual tried different ways to make improvements. An example would be as follows:

An individual's shoot record indicates that on February 5<sup>th</sup> he/she practiced air rifle. The score in prone was 35, in standing 25, in kneeling 28, and sitting 40. The project and activity log indicates that this was the first practice and he/she had trouble in prone with the sling. In standing he/she could not hold the gun steady. In kneeling he/she had the same problem as in prone. In sitting the coach adjusted the sling and he/she did well. The next practice was March 5<sup>th</sup>. The shoot record shows that in prone he/she had 45, standing 30, kneeling was 40, and sitting was 46. The project and activity log indicated that he/she remembered that the sling had to be adjusted just right before shooting each position. He/she still had trouble in standing.

What the above shows is that the practices are once a month and that if the 4-H member keeps shoot records and reviews them prior to shooting, they can help make a difference in their scores. The individual is developing his/her skills.

On the other hand, when you see that there has been no change in the individuals' scores, even though he/she has a lot of practices listed, you should look closely at the project and activity log. This will tell you what is happening. Please understand that a person shooting 50 out of a possible 50 has mastered the position. Also remember that perhaps the individual is focusing on leadership. These individuals are still developing their skills.

The Project e-Record, the Inventory Sheet and the Shoot Sheet can be done by hand or on the computer. Either way is acceptable. No points will be taken off if done either way.

- C. Neatness is very important. In today's world of word processors and computers you will see very neat looking records. It is great if the individual has access to one. However, do not count points off if the individual uses penmanship. The record should be neat in appearance and show some type of order.

### **REMEMBER THAT THE SHOOT RECORD AND PROJECT AND ACTIVITY LOG WILL HELP SHOW WHAT SKILL IS DEVELOPED**

#### **Judging the Display or Exhibit**

- A. Educational Merit of the display/exhibit should answer the following questions:
1. What does it teach you?
  2. What message is it trying to get across?
  3. Did the individual succeed?
  4. Did you understand the message?

If you as the judge do not understand, then how will the people who look at the display/exhibit understand?

B. Accuracy of Information. It is very important that the information in the display/exhibit be accurate. This is where you as a judge need to be adequately knowledgeable about shooting sports. There are many examples that can be used, but let us look at only one.

Example:

A display/exhibit is on

**REMEMBER:           IT MAY LOOK GOOD  
                              IT MAY SOUND GOOD  
                              BUT IS IT TRUE?**

- C. Shows Creativity: Has the display/exhibit been created in a way that shows originality, freshness and imagination on the part of the exhibitor.
- D. Neatness: Neatness is very important. As a judge you should be able to tell if the individual has spent time on the display/exhibit, or just threw it together at the last minute.
- E. Relates to Project: As a judge, you should be able to tell if the display/exhibit relates to the project that the individual has taken. If he/she is doing shotgun then the display/exhibit should relate to that discipline.
- F. If the 4-H member decides to exhibit an item instead of a display, here is the criteria that can be used to help you judge the item:
1. Construction/Finished Detail: Is the item exhibited construction well and is it clean and neat.
  2. Relates to Project: Does the item exhibited related to the exhibitor's discipline?
  3. Neatness—has the 4-Her taken his/her time when putting the item together.
  4. Difficulty for age: The degree of difficulty should be in relation to the amount of experience the individual has. This can be a difficult area for you as the judge. You must decide if the individual has completed a display/exhibit which shows his/her ability.
- G. Here are 2 examples to help you determining age appropriateness:
- A. A first year 4-H member enters a display showing the relationship of the angle of trajectory on a 30 cal. Bullet and a “.22” bullet. The display is neat in appearance and has most of the information. On a closer inspection you find that there was no conclusion. You find that the age of the person is 8 and he/she has no prior history of shooting sports.
- B. A 6 year 4-H member of shooting sports enters a display showing the basic difference of the bows used in archery. The display is neat in appearance, yet it does not look quite right. A closer inspection shows that there is not really enough information in the display for the person to arrive at the conclusion which he/she has listed.

What would you do? Is example 1 or 2 the better display? It would be suggested that you give both the benefit of the doubt. However, it is obvious that the person in example 1 tried to do a display too difficult for his/her experience. Yet example 2 shows that the person should have taken a little more time on the display and included all information to arrive at the conclusion.

Both should be counted off in this area. Be sure to note your reasoning. Tell example 1 that they need to pick something less technical until they have a little more experience. Tell example 2 that they need to include more information to justify the conclusion.

REMEMBER—ALWAYS WRITE SOMETHING POSITIVE ABOUT THE PROJECT ON THE SCORE SHEET.

IF YOU MUST CRITICIZE, CRITICIZE THE PROJECT, NOT THE INDIVIDUAL