



IOWA

FFA ASSOCIATION

LIVESTOCK EVALUATION Career Development Event This is a Skills CDE

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**AG SKILLS CAREER DEVELOPMENT EVENT
GENERAL POLICIES, RULES, RESULTS AND STANDARDS**

***Violations of any of the following rules may be grounds for the disqualification of the participants.**

I. Board Policies

The following board policies (<http://www.iowaffa.com/ffaboardpolicies.aspx>) apply directly or in part to Skills CDEs:

- Board Policy #2: Changes in Judging Event Answer Keys
- Board Policy #3: Changes to Judging Event Results
- Board Policy #11: Substitution of Team Members
- Board Policy #25: Advancement of Teams to National FFA Competition
- Board Policy #27: Use of Electronic Storage/Transmission Devices

II. Eligibly of Chapters and Participants

1. Each state event is open to all FFA chapters in good standing with the Iowa FFA Association. (Exception: Soils Career Development Event is open to the top five teams from each district competition.)
2. Local FFA advisors or their designee entering teams in the state event must register their intent to have a team on Iowa FFA On-Line (<http://anfmp01.dmac.edu/fmi/webd#>) by the due dates and registration fees listed below:
 - a. Before 14 days prior to the event No Charge
 - b. Between 14 days prior and day of the event \$50.00An invoice will be sent to the chapter for the appropriate entry fees at the end of the season.
3. A chapter may enter a separate team in each event held on a particular day. However, no member may participate in more than one Ag Skills Career Development Event on a particular day.
4. After an FFA Advisor registers the chapter's intent to enter a team, the names of the team members are expected to be entered on the Iowa FFA On-Line (<http://anfmp01.dmac.edu/fmi/webd#>) by noon three days prior to the event. Any member not listed on Iowa FFA On-Line will need to be registered as an FFA member using the National FFA MyFFA Account (<https://www.ffa.org>). Changes to online entries may be made the day of the event. State and National FFA Dues will be invoiced in accordance with Iowa FFA Association policies and by-laws.
5. A participant, at the time of his/her participation in the state event and selection as a national team member, must:
 - a. Be a current bona fide dues paying FFA member in good standing with the local chapter, state FFA Association and the National FFA Organization at the time of the career development event in which he/she participates.
 - b. Be a middle school or high school FFA member, (a graduating senior is considered eligible to compete in state and national career development events up to and including their first national convention following graduation). Middle school refers to students in grades 7-8 and high school refers to students in grades 9-12.
 - c. Have been enrolled in high school Agricultural Education during the current/most recent school year with the following exceptions: Meats, Livestock, Dairy Cattle and Milk Quality & Products-must have been enrolled the previous school year or be in grades 8-12 for the current year.
 - d. Currently be an active FFA member of the chapter making entry into the event.
6. A member may not participate in both a state 4-H and state FFA Career Development Event when said events are held on the same day.
7. Participation in one Ag Skills Career Development Event of its type will not exclude an active FFA member from participating in the future Ag Skills Career Development Event, if the participant still qualifies as a middle school or high school FFA member (Rule 5b) providing he/she was not on a state championship FFA CDE team or a national FFA participant in the said event.
8. No student may participate in more than one Career Development Event each year at the national level.

9. For the Soils Career Development Event, each district FFA advisor must email all results including a list of participants for each of the top five teams to the State FFA Executive Director within one business day of the district event.

III. Event Room Conditions

10. Accommodations for participants can be made upon request of the FFA Advisor. The accommodation form must be submitted no less than 14 days prior to the respective event.
11. Any communication, verbal or non-verbal between participants during a career development event will be sufficient cause to eliminate the team member involved from the career development event. The only exception to this would be communication between team members during the team activity portion of a given career development event.
12. Any assistance given to a team member from any source other than the career development event officials or assistants will be sufficient cause to eliminate the team from the career development event.
13. No extra FFA members or other persons are permitted to view the state event until the completion of the event. The only people allowed in the event area during the event are participants and designated event workers. Observers and FFA advisors who are not working with the event will not be permitted in the event area while the event is in progress. The following are exceptions to this rule: the presentation portions of the Marketing Plan CDE and Ag Communications CDE at the Iowa FFA Leadership Conference.

IV. Participant Assignments

14. Each participant will be given an individual ID number by which he/she will be designated throughout the event. Contestant badges with identification numbers may be issued.
15. Teams will be divided into groups for individual activities. When possible, groups will be assigned to avoid having two participants on the same team in the same group.
16. Each participant will work on an individual basis throughout the event except during the FFA chapter team activity. Each team will submit one score card or product per team for the team activity.

V. Equipment and Dress Code

17. Participants are urged to bring and use clipboards during events to facilitate the holding of placing and grading cards. The clipboards are to be clean and free of markings. A few sheets of blank paper will be permitted for taking notes and recording results.
18. Calculators may be used with the Career Development Events. They must be battery or solar operated, non-programmable and silent, unless otherwise listed in the specific Career Development Event rules.
19. Items needed for specific phases of a Career Development Event will be noted under their specific rules.
20. Participants are expected to observe the National FFA Code of Ethics and the Proper Use of the FFA Jacket during the career development events found in the Official FFA Manual (<https://www.ffa.org/about/who-we-are/official-manual>).
21. Official FFA dress is expected for all participants when appropriate. If official dress is not appropriate, official casual dress should be worn. Official casual dress shall consist of 1) FFA t-shirt or polo shirt and 2) khaki or nice denim pants or shorts.

VI. Event Results

22. In the event that ALL participants' scores are incorrect the board reserves the right to correct the results.
23. Each FFA advisor will receive the judging cards, score cards, answer sheets and results following a career development event and the presentation of awards. FFA advisors are not permitted to pick up event packets until after the awards presentation.

VII. AFNR Career Cluster Content Standards

AFNR Content Standards are specifically outlined within each respective Skills CDE.

Livestock Evaluation

2020 Chairpersons: Larissa Rupnow, Lake View & Ashley Wiebe, Muscatine

Coordinator: Chris Cassady, Iowa State University

Committee Personnel: Steve Schroeder, Bellevue

Scoring Coordinator: TBA

I. Overview

- A. To motivate students to learn and practice techniques of modern livestock evaluation and selection.
- B. To evaluate students' abilities in livestock selection, decision-making, and oral justification of decisions.
- C. To encourage classroom lessons in meat animal selection similar to real life situations faced by producers.
- D. To develop an understanding and the ability to interpret performance database on industry standards.
- E. To develop the ability to select livestock that will provide increased economic returns to producers, as well as meet the needs of the industry and consumers.
- F. To become proficient in communicating in the terminology of the industry.
- G. To identify the criteria used in marketing livestock.

II. AFNR Content Standards

CRP.01. Standard: Act as a responsible and contributing citizen and employee.

CRP.01.02.01. c. Advanced Measurement: Make and defend personal decisions after analyzing their near- and long-term impacts on self and others.

CRP.02. Standard: Apply appropriate academic and technical skills.

CRP.02.01. Indicator: Use strategic thinking to connect and apply academic learning, knowledge and skills to solve problems in the workplace and community.

CRP.02.02. Indicator: Use strategic thinking to connect and apply technical concepts to solve problems in the workplace and community.

CRP.04. Standard: Communicate clearly, effectively and with reason.

CRP.04.01. Indicator: Speak using strategies that ensure clarity, logic, purpose and professionalism in formal and informal settings.

CRP.04.01.02. b. Intermediate Measurement: Apply strategies for speaking with clarity, logic, purpose and professionalism in a variety of situations in formal and informal settings.

CRP.04.01.02. c. Advanced Measurement: Evaluate personal strengths and areas for growth with regard to speaking formally and informally with clarity, logic, purpose and professionalism, and identify ways to improve.

CRP.04.03. Indicator: Model active listening strategies when interacting with others in formal and informal settings.

CRP.05. Standard: Consider the environmental, social and economic impacts of decisions.

CRP.05.01. Indicator: Assess, identify and synthesize the information and resources needed to make decisions that positively impact the workplace and community.

CRP.05.01.02. a. Awareness Measurement: Examine and explain the relationship between information, resources and good decision making in workplace and community situations.

CRP.10. Standard: Plan education and career path aligned to personal goals.

CRP.10.02. Indicator: Examine career advancement requirements (e.g., education, certification, training, etc.) and create goals for continuous growth in a chosen career.

CRP.10.02.02. b. Intermediate Measurement: Create goals for personal improvement and continuous growth in a career area.

AS.01. Standard: Analyze historic and current trends impacting the animal systems industry.

AS.01.01. Indicator: Evaluate the development and implications of animal origin, domestication and distribution on production practices and the environment.

AS.04. Standard: Apply principles of animal reproduction to achieve desired outcomes for performance, development and/or economic production.

AS.04.01. Indicator: Evaluate animals for breeding readiness and soundness.

AS.04.01.01. b. Intermediate Measurement: Analyze the functions of major organs in the male and female reproductive systems.

AS.04.01.01. c. Advanced Measurement: Select breeding animals based on characteristics of the reproductive organs.

AS.04.01.02. c. Advanced Measurement: Evaluate and select animals for reproductive readiness.

AS.04.01.03. c. Advanced Measurement: Treat or cull animals with reproductive problems.

AS.04.02. Indicator: Apply scientific principles to select and care for breeding animals.

AS.04.02.01. b. Intermediate Measurement: Compare and contrast the use of genetically superior animals in the production of animals and animal products.

AS.05. Standard: Evaluate environmental factors affecting animal performance and implement procedures for enhancing performance and animal health.

AS.06. Standard: Classify, evaluate and select animals based on anatomical and physiological characteristics.

AS.06.01. Indicator: Explain the importance of the binomial nomenclature system for classifying animals.

AS.06.01.02. a. Awareness Measurement: Compare and contrast major uses of different animal species (e.g., agricultural, companion, etc.).

AS.06.01.03. b. Intermediate Measurement: Analyze the visual characteristics of an animal or animal product and select correct classification terminology when referring to companion and production animals.

AS.06.01.03. c. Advanced Measurement: Apply knowledge of classification terms to communicate with others about animal systems in an effective and accurate manner.

AS.06.02. Standard: Apply principles of comparative anatomy and physiology to uses within various animal systems.

AS. 06.03. Standard: Apply principles of comparative anatomy and physiology to uses within various animal systems.

AS.06.03.01. b. Intermediate Measurement: Compare and contrast desirable anatomical and physiological characteristics of animals within and between species.

AS.06.03.01. c. Advanced Measurement: Evaluate and select animals to maximize performance based on anatomical and physiological characteristics that affect health, growth and reproduction

AS.06.03.02. a. Awareness Measurement: Evaluate an animal against its optimal anatomical and physiological characteristics.

AS.06.03.02. b. Intermediate Measurement: Compare and contrast procedures to sustainably and efficiently develop an animal to reach its highest performance potential with respect to its anatomical and physiological characteristics.

AS.06.03.03. b. Intermediate Measurement: Evaluate and select products from animals based on industry standards.

AS.06.03.03. c. Advanced Measurement: Evaluate and select animals to produce superior animal products based on industry standards.

AS.07. Standard: Apply principles of effective animal health care.

AS.07.02. Indicator: Analyze biosecurity measures utilized to protect the welfare of animals on a local, state, national, and global level.

III. Rules

- A. Each chapter may enter a team composed of three or four participants, with the top three scores counting for the team's total score. Team members must all be members of the same FFA chapter.
- B. Participants will not be permitted to handle any breeding animals. Handling of the market lamb classes will be permitted unless the CDE coordinator decides otherwise.
- C. No team members or advisors are to observe livestock at any of Iowa State University's farms or facilities from July 1 until the event. (Exception: Iowa State University-sponsored events.)
- D. Once FFA members are divided into groups, they must remain with their respective group and not

- communicate with anyone except an event official until after oral reasons are completed.
- E. All classes will be judged at the Hansen Learning Center at the Iowa State University Campus.
 - F. Parking will be available in a designated area only. Vehicles not parked in this area may be subject to fine or towing.
 - G. The event will be held at the same site and time as the Iowa 4-H Livestock Judging event. Registration, oral reasons, and award programs will be separate.
 - H. Placing cards, worksheets, and other written materials will be furnished for each event phase.
 - I. Participants will be given 10 minutes for each of the judging, keep/cull, and selection classes.
 - J. All classes and individual animals will be identified by numbers.
 - K. All breeding classes will be judged on type and/or performance.
 - L. Oral reasons will be required on three of the livestock classes. These classes will **not** be designated prior to the event.
 - M. Observers will not be permitted in the event area while the event is in progress. Some livestock classes will be left in place following the event so that FFA chapter advisors and others may view the classes and take photos of their judging team with the animals.

IV. Event Format

The Iowa FFA Livestock Judging Career Development Event presents students with beef, sheep, swine and market goat classes and challenges students with competitions in four areas of livestock judging.

- A. Breeding Placing Classes (150 points possible per FFA member) Three classes (heifers, ewes, and gilts) worth 50 points each are presented. Four animals per class.
- B. Market Placing Classes (200 points possible per FFA member) Four classes (beef, goats, lamb, and swine) worth 50 points each are presented. Four animals per class.
- C. Keep/Cull Classes (100 points possible per FFA member) Two classes of any of the following at the discretion of the CDE Coordinator (beef, lamb, swine) worth 50 points each are presented. Eight head are presented in the swine class, beef and lamb classes.
- D. Oral Reasons (150 points possible per FFA member) Three sets of oral reasons (one per species) on either market or breeding placing classes are required of students.
- E. General Knowledge Exam (50 points possible per FFA member) The exam will consist of fifty multiple choice questions over general livestock knowledge. 30-minutes will be allowed for the test.
- F. A participant can earn a maximum of 650 points in the event.

V. Event Information

- A. Breeding Placing Classes
 1. Purpose – The purpose of these classes is to test a student’s ability to interpret objective performance evaluations and make selection decisions based on both the evaluations and subject live visual appraisals. Each breeding class has four head of females that may be presented with evaluation data. These livestock may be purebred or crossbred individuals. The FFA members and officials must interpret the differences between individuals and determine a ranking based on those differences.
 2. Data Provided on Breed Classes – Commonly available performance records and genetic evaluations that are routinely used by breeders in the beef, sheep, and swine industries may be presented to students to use in their decisions. All attempts will be made to provide the genetic evaluations on each animal because these are the most objective and accurate information available to livestock breeders. Selecting predictable future parents is the expected outcome of breeding animal selection. Examples of the data that may be presented with each species are given in the following tables.

Table 1. Data that may be presented on breeding heifers							
	BIRTH		WEANING		YEARLING		MATERNAL MILK
Date	Weight	EPD	Weight	EPD	Weight	EPD	EPD

<p>EPD stands for Expected Progeny Difference, is expressed in pounds, and is a measure of what a heifer will contribute genetically to her offspring. If EPDs are not available, within contemporary group adjusted weights and ratios will be given instead.</p>
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Table 2. Data that may be presented on breeding gilts					
Birth Date	Days to 230 Pound EPD	Last Rib Fat EPD	21 Day Litter Weight EPD	Number Born Alive EPD	Dam's EPD for SPI
<p>EPD stands for Expected Progeny Difference, is expressed in pounds, and is a measure of what a gilt will contribute genetically to her offspring. If EPDs are not available, within contemporary group adjusted weights and ratios will be given instead.</p>					

Table 3. Data that may be presented on breeding ewes				
Birth Date	Grease Fleece Weight FEPD	90 Day Weight FEPD	Maternal Lambs Born FEPD	Maternal Pounds Weaned FEPD
<p>FEPD stands for Flock Expected Progeny Difference and is a measure of what a ewe will contribute genetically to her offspring compared to a set average. If FEPDs are not available, then growth, ratios, and lambing type (single, twin, etc.) will be presented.</p>				

3. Scenarios Defined for Breeding Classes – The student must interpret the differences between individuals and determine a ranking based on those differences. Because the differences observed between animals can be considerable, a situation statement, called a scenario, may be included with each class. A scenario is intended to give direction to the decisions a student must make by helping him/her determine priorities. A scenario is important to consider because, as in real life, different producers operate under different environments and markets. Thus, individual producers emphasize various traits differently to meet their needs. Students should learn to do this also. A scenario may have three factors represented, regardless of species. Students should look for these factors as they interpret the scenarios, and then give emphasis in their decisions to those differences that best meet the needs of the scenario. The three factors that define a scenario are as follows:

#1 Production Environment

"Will the selected animal(s) need to perform in a high stress or a low stress environment?"

Examples include:

High Stress

- Low Feed Input
- Adverse Climate
- Rough Grazing Terrain
- Low Labor Input
- Confinement on Concrete

Low Stress

- Plentiful Feed
- Consistent Feed Available Year Round
- Moderate Climate
- Assistance at Birthing Available
- Pasture Raised

#2 Performance Needs

"What types of performance is the breeder needing from the selected animal or is the producer selling?"

Examples include:	<u>Maternal Performance</u>	<u>Paternal Performance</u>
	Fleshing Ability	Rapid Growth
	Milking Ability	Lean Composition
	Adaptability to Environment	Muscle Production
	Early Sexual Maturity	Acceptable Birth Weight
	Maternal Birthing Ease	

In general, maternal traits eventually contribute benefits to the dam side of crossbreeding systems. Paternal traits contribute to the sire side of crossbreeding systems, especially terminal crosses. Certainly functional traits (such as minimum condition, leg, mouth, and genitalia soundness, mammary soundness, etc.) are essential needs regardless of scenario.

4. Marketing Goals – “Will the breeder sell or require the female selected for seedstock markets (as a replacement for the seedstock program where “genetic pieces” are sold)? Or will the selected female produce offspring for commercial production (i.e., feeder calf, pig, or lamb sales or retained ownership of feeders)?”
 5. Scenarios may be written simply, such as: “Rank these gilts as they should be kept in a herd that sells boars to terminal cross breeders. All pigs are raised in total confinement.” *In this case, seedstock sales is the market goal, paternal traits are the production needs of the consumer, and the environment is stressful on the soundness of the pig.*
 6. A more complicated scenario may read: “Rank these heifers for use as replacements in a typical Iowa two breed crossbreeding program. All male offspring and the cull females are to be sold at weaning as feeders.” *In this case, the production needs are primarily maternal, the market goals are commercial (the sale of feeders), and the environment is basically low stress because feed resources are usually plentiful enough in Midwest operations to support extra growth and maternal performance.*
 7. The student should understand the major factors discussed above as they are critical to successful selection and breeding programs in livestock.
- B. Market Placing Classes
1. Purpose – The purpose of the market placing classes is to test a student’s ability to evaluate market livestock on those factors that influence both packer and producer profitability.
 2. Description – Each of the three placing classes (market beef, lambs, and hogs) has four head of any breed or breed combination. They may be male castrates or females. The officials are instructed to rank the individuals in the class from first to fourth, as they would best fulfill a producer’s need for fast growing livestock that are appealing to a packer buyer.
- C. Keep/Cull Classes
1. Purpose – The purpose of the Keep/Cull classes is to test a student’s ability to evaluate the individual merit of a breeding animal (based on replacement qualities) from a breeders viewpoint.
 2. Description of the Keep/Cull Class – There will be two of any of the following female selection classes, beef, sheep and hogs made up of eight animals. At the discretion of the CDE Coordinator, participants will be required to select the four best animals from the eight, using visual appraisal and performance data. Performance data will be provided. All two of the female selection classes will be made up as an individual activity.

Keep/Cull Class Sample Card

Beef/Sheep/Swine							
Participant/Team Name:							
Participant/Team Number:							
Circle or list the numbers of the 4 animals you want to keep as replacements.							
1	2	3	4	5	6	7	8

- Event officials will assign a point value to each one of the individual animals, giving the most points to the most desirable animal and the least points to the least desirable animal. If the participant selects the best four animals, full credit will be given.

EXAMPLE Keep/Cull Class Official Placing Card

Official Placing Keep/Cull							
Animal Number							
8	7	6	5	4	3	2	1
Animal Score							
18	13	11	8	7	4	3	0

- Animals selected are shown in regular font with point values for that particular animal shown in bold font. Point values are established by official judges and will differ with each class.

EXAMPLE Keep/Cull Class Student Scores

	Selection 1	Selection 2	Selection 3	Selection 4	SCORE
Student A Selection	8	7	6	5	
Student A Score	18	13	11	8	50
Student B Selection	6	4	1	8	
Student B Score	11	7	0	18	36
Student C Selection	7	3	6	2	
Student C Score	13	4	11	3	31

- If a student selects the four correct animals to keep, then the student will receive a score of 50 points. All other combinations of animals to keep will receive scores based upon the value assigned each animal by the judges.

D. Oral Reasons

- Purpose – Oral reasons are considered the most important training that occurs in livestock judging activities. The purpose is to motivate students to develop proficiency in discussing livestock and to test their ability to defend decisions with a brief oral presentation.
- Description – Three sets of oral reasons are to be given by each student, one each for: beef, sheep, and swine. specific classes chosen for reasons will be announced the day of the event. FFA members should be trained and encouraged to take notes on reasons classes. They should bring a clean notebook (no writing). They may use the notes they take during the event to study, but may not use them while they actually give reasons. A set of reasons should last no longer than 2 minutes and the official, at his/her discretion, may ask the FFA member questions concerning the class. The score assigned to a reasons set, ranging from 0 to 50 points, will be dependent upon these factors (in approximately this order of importance).
 - Accuracy
 - Organization of thoughts, completeness, and conciseness
 - Manner of presentation (articulation, mannerisms, appearance)
- Participants are expected to dress neatly. T-shirts, faded jeans, shorts and hats should be discouraged. FFA members are not expected to be professional speakers in order to score well, and no specific

“style” of giving reasons will be preferred unless it contributes to accuracy, organization, and mannerisms. However, an organized format is often helpful to a FFA member in giving reasons.

4. Each oral reasons class will have two cards to be filled out – one placing card and one reasons card that the student will hold and turn in when they give their presentations. They may use their reasons card to reference their placing if no other notes are made on the card.

VI. Event Resources

- A. Understanding and Using Expected Progeny Differences (EPDs)-University of Arkansas
http://www.uaex.edu/Other_Areas/publications/PDF/FSA-3068.pdf
- B. Livestock Judging Techniques-University of Missouri Extension
<http://extension.missouri.edu/explore/agguides/ansci/g02952.htm>
- C. www.judging101.com
Gives information about what to look for in livestock judging and provides practice classes.
- D. For additional questions and/or instructional materials on the classes, write Chris Cassady, 109 Kildee, Iowa State University, Ames, IA 50111 (or call (515) 294-2240).
- E. The National FFA Career Development Events – 2017-2021 (National FFA Organization rules) will apply in general ways to this state event.

VII. Scoring and Ranking of Teams and Participants

- A. Each of the 13 event classes will have a value of 50 points, for a total of 650 points.
- B. To determine the individual and team winners, the participants will be ranked on the basis of the total score for:

<u>Phases</u>		<u>Points</u>
Breeding Classes	3 Classes Worth 50 Points	150
Market Classes	4 Classes Worth 50 Points	200
Keep/Cull Classes	2 Classes Worth 50 Points	100
Oral Reasons	3 Classes Worth 50 Points	150
General Knowledge Exam		50

Total Individual Points Possible 650*

Total Team Points (3 Participants) 1,950*

- C. Only the top three-team members’ scores will count for overall team score. The top three scores will count for recognition in each division or category regardless of the individual team members’ rankings in the overall team score computation. All team members are eligible for individual awards.
- D. Overall team and individual tie scores will be broken:
 1. first by the total score on oral reasons;
 2. second by the greatest number of “50” scores in all classes;
 3. third by the total score in breeding and market classes.
 4. Overall team/individual scores will break ties in species and oral reasons classes.
- E. Teams will be ranked into groups designated “Gold Emblem,” “Silver Emblem,” and “Bronze Emblem.” Teams which violate any rule will receive a “Participation” rating.
- F. The team winner on all classes combined will be designated the “Iowa Champion FFA Livestock Team” and will represent Iowa in the National FFA Livestock Career Development Event at Indianapolis, IN the following October.
- G. The second place team will be certified to participate in the Junior National Western Livestock Judging Event at Denver, CO. The third place team will have the opportunity to participate in the American Royal Livestock Judging Contest in Kansas City, MO.

VIII. Awards

Awards Sponsored Through the Iowa FFA Foundation	
Champion Team	Cash Award for Travel to National FFA Convention
Reserve Champion Team	Plaque and Cash Award for Travel to the National Western Contest
Top Ten Teams	Rosettes
Members of Top 10 Teams	Rosettes
Top Ten Individuals	Rosettes
1st and 2nd Place Individuals	Plaques
Top Team and Top Individual	Plaques
a. Beef	
b. Sheep	
c. Swine	
d. Goats	
e. Oral Reasons	
All Teams/Individuals	Certificates

All awards subject to available sponsorship.

IX. Event Materials