

# **Guidelines for Education Coordinators**

**Jean Allen-Ikeson**  
**National Education Coordinator for Judging**

**Edited by Jeanne Buchanan, Laura Newton,  
Charles Wilson and Susan Wilson**

**February 2021**

## Preface

These guidelines provide a road map for education coordinators (ECs) in AOS judging centers. They are intended to:

- Support current ECs
- Provide guidance to new ECs to help them get started and manage their centers, including evaluation
- Provide an objective, codified framework for record keeping and evaluation that is easily passed from one EC to the next within a center, or between centers in the case of transfers
- Help to standardize record keeping and evaluation across all centers

# Contents

Role of Education Coordinators (EC) in Judging Centers .....	5
Qualifications of an Education Coordinator.....	5
Building Core Competencies in Students/Associates .....	6
Center Requirements for Students/Associates.....	6
Responsibilities of Education Coordinators .....	6
Judging Center .....	7
Prospective Students .....	7
Student/Associate Judges .....	7
Accredited Judges .....	8
Student Recruiting Documentation .....	8
The Application .....	8
Assessing Student Applications.....	8
How to Welcome New Students.....	9
Student/Associate Retention .....	10
How to Retain/Coach Students/Associates .....	10
How to Retain/Coach Associates (Additional Specific Information).....	10
Promotion to Accredited Judge .....	11
Responsibilities of All Judges .....	12
Education for Judges.....	13
Education for the Entire Center .....	13
Education for Students/Associates .....	13
AOS Resources .....	13
Center Resources .....	14
Center Education Programs .....	14
Evaluation tools.....	15
Core Competencies Checklist (see Appendix B) .....	15
Accomplishment Form (see Appendix G) .....	15
Score Cards .....	15
Evaluation Form for AOS and Ribbon Judging (see Appendix F) .....	15
Presentation Form (see Appendix H).....	15
Practice Show Trophy Form for Students (see Appendix E) .....	15
Yearly Assessment Form (see Appendix I) .....	15

Writing the Semi-Annual Personnel Report (see Appendix L) .....	16
Leadership and Problem Resolution .....	16
The EC/advisers should communicate the results of the personnel session.....	16
Dealing with personnel problems.....	16
Fair play and ethics when dealing with students/associates.....	16
Addressing students/associates problems .....	17
If the problem persists:.....	17
Addressing accredited judges’ problem interactions with students/associates .....	17
IT and Judging Education .....	17
Helpful Forms.....	18
Appendix A: STANDARDS AND RESOURCES FOR ACHIEVING JUDGING COMPETENCY.....	19
APPENDIX B: CORE COMPETENCIES CHECKLIST/TIMELINE .....	23
APPENDIX C: WHAT SHOULD BE IN A PROSPECTIVE STUDENT’S APPLICATION LETTER.....	24
APPENDIX D: INTERVIEW FORM FOR PROSPECTIVE AOS STUDENT JUDGES.....	25
APPENDIX E: STUDENT PRACTICE SHOW TROPHY BALLOT.....	27
APPENDIX F: STUDENT EVALUATION FORM FOR AOS OR RIBBON JUDGING.....	28
APPENDIX G: ACCOMPLISHMENT FORM .....	29
APPENDIX H: PRESENTATION ASSESSMENT FORM .....	30
APPENDIX I: YEARLY COMPOSITE ASSESSMENT FORM .....	31
APPENDIX J: SUGGESTIONS FOR CHAIRING AOS/RIBBON JUDGING AT SHOWS .....	32
APPENDIX K: WELCOME PACKET FOR STUDENTS.....	36
APPENDIX L: WRITING THE PERSONNEL REVIEW REPORT FOR CENTER BUSINESS MEETINGS.....	37
APPENDIX M: WELCOME PAGE ON BECOMING A STUDENT JUDGE .....	39
APPENDIX N: Additional aids for judges .....	40

# Guidelines for Education Coordinators (AOS Judging)

## Role of Education Coordinators (EC) in Judging Centers

4.7 *The changing nature of orchids due to hybridization and introduction of new species requires that **all** judges be considered to be undergoing education (in training) at all times.*

4.7.2 *Each judging center chair will appoint an accredited judge as the education coordinator to implement an education program for all assigned student and certified judges in the center's jurisdiction. . .The education coordinator will manage the instructional program and evaluate the progress of the group of student judges as a whole, revising the education when necessary to better the result.*

4.7.3.1(1) *The education coordinator or an alternate will evaluate each student's strengths and weaknesses on a regular basis and assign study accordingly. The education coordinator may recommend whether or not student judges be continued, promoted, or terminated by the judging center committee.*

4.2.1.1(1)(a) *Education is to be in compliance with any nationally set standards put in place by the JC.*

The role of the EC (aka Training Coordinator) is critical to the success of judging centers. The importance of this endeavor cannot be underestimated because recruiting, educating and *retaining* students and associates is essential for the survival of every center.

In summary, the EC is responsible for designing and administering the home center's education program under the guidelines set forth by the National Education Coordinator or the Handbook on Judging. They are also instrumental in helping student and certified judges meet their required minimum of 12 hours of education per year.

Some ECs new to the position do not know where to start. The National Education Coordinator for Judging provides a *framework* and *resources* for ECs and assists center chairs who need to ensure an equitable, ethical and non-bullying atmosphere within the center. The following Guidelines and resources should help.

## Qualifications of an Education Coordinator

The Handbook on Judging states that only accredited judges are eligible to hold the EC position. Beyond that, a successful EC is willing to teach, mentor and support students and associates, while encouraging accredited judges to participate in their own continuing education and that of the center. The best ECs provide active feedback on homework, presentations/papers and judging performance on a regular basis.

## Building Core Competencies in Students/Associates

The goal of educating students and associates is to bring each up to a general level of knowledge/proficiency in:

- The Handbook on Judging
- Judging procedures
- Genera (both species and hybrids) most often seen
- Research, analysis and communication in a variety of settings (at the judging table, presentations, public outreach, homework and papers)
- “How to judge”

The Core Competencies provides an outline of what students and associates should accomplish, with the aid of the EC and their advisers, at each stage of development. See Appendix A for suggestions for competency. See Appendix B for a simple Checklist. Also, see the section on Promotion of Associate Judges to Accredited in the Handbook on Judging section 4.5 on aos.org for more suggestions.

## Center Requirements for Students/Associates

*4.6(2)(a) participating in at least eight judgments in their assigned judging center, of which at least four must be at monthly judging sessions, during the twelve-month period directly preceding each business meeting.*

Centers should inform prospective and current students about their responsibilities as listed in the Handbook on Judging in terms of applying to be student judges, required travel and attendance. **Centers should codify and publish the specific requirements for homework (including the assignments in advance), presentations, tests or major projects.**

These local requirements should be reasonable and take into account life's challenges/obstacles for each judge. Resources such as orchid databases, digital archives of *Orchids* and other journals, quick access to experts by email, and AOS webinars contribute much to education and analysis. Students and associates should be encouraged to attend judging events as often as possible without requiring that they attend *everything*. Otherwise, it becomes a barrier to many prospective students who have responsibilities of family and work.

Students and associates should be aware that meeting the minimal requirements, except over a temporary period, may not provide sufficient experience at the judging table and might result in a delay in promotion.

## Responsibilities of Education Coordinators

The responsibilities of ECs include, but are not limited to, the following:

### **Judging Center**

- Appoint an assistant to schedule talks and round tables in consultation with the center chair (if center size warrants it)
- The assistant shall issue notices of upcoming programs for each month, record length of talks to aid in calculating annual education hours and track attendance

### **Prospective Students**

- The EC should prepare a one-page information sheet on how to become a judge, including what to include in the application letter and what the process entails. See Appendix M for a general information sheet to which center information may be added.
- Provide copies to everyone in the center to give to anyone who expresses interest in judging. See aos.org under Judging for an example and a fillable form for the application.
- Encourage prospects to observe at judging (*the Handbook on Judging allows this*)
- Present the short 'Come Join Us' PowerPoint, which explains judging and what is involved to become a judge (request or under judging webinars on aos.org)
- Emphasize that associate judges are certified "real" judges in as few as three years (except for voting in the personnel section of business meetings or being judging chair at a show)—their score/vote counts for awards
- Encourage prospective students to observe at the judging table to learn what judging is all about and to become acquainted with the people they might work with
- Allow prospects to practice score a plant with the help of an accredited judge to explain how the point scales work

### **Student/Associate Judges**

4.7.3.1(2-3) (2) *Each student judge will be assigned at least two accredited judges to serve as advisers or counselors throughout the education (student and associate) period, the purpose being to provide two-way liaison between the student judge and certified judges of the center in dealing with observed strengths and weaknesses/areas for growth. Advisers are responsible for the student judge's progress.*

3) *Student judge advisers will provide early orientation for student judges on formal judging practices on such subjects as point scoring, judging floor procedures, and judges' ethics preliminary to more extensive education in these subjects.*

The EC should:

- Help students/associates learn how to use IT resources and programs (databases, archives, and PowerPoint)

- Coordinate hands-on practice (plant measurement, writing descriptions, leading a team) via observation, one-on-one coaching or online meetings
- Assign each student/associate two advisers with personalities and expertise that help build student confidence—advisers should play an active role in teaching the basics of judging as suggested in Handbook section 4.7.3.1
- Facilitate communication between students/associates, their advisers and other center judges
- Assist students/associates in selecting approved research topics
- Present an evaluation of each student/associate at the semi-annual business meetings

### ***Accredited Judges***

- Ensure that accredited judges are keeping up with technology
- Ensure that advisers (aka mentors) are interacting with students
  - Review the role of advisers and students/associates with the center and encourage cross communication
  - Ensure advisers are aware of the specific requirements for homework, presentations, papers, etc.

## **Student Recruiting Documentation**

### ***The Application***

Prospective students must meet these requirements toward applying to become a judge:

- Pass a color vision test administered by the center
- Complete the application (see Appendix C of the Handbook on Judging or the fillable form on aos.org under Judging)
- Complete an interview
- Chair and/or EC shall communicate to the prospect the date that everything must be completed before the center business meeting
- It is recommended that students observe at the judging table a number of times (determined by the center) as it projects an inclusive and welcoming center
- Historical center requirements for extended clerking should be discouraged in favor of taking part at the judging table

### ***Assessing Student Applications***

**4.2.1.1(2)** *Student judges are selected to meet the requirements of the AOS and not to service their personal ambitions.*

*(a) Knowledge of orchids and competence in evaluating them are indispensable qualities in a judge, equally important is the judge's behavior in applying this knowledge.*

*(b) Personal integrity must be beyond question and a judge must work effectively and harmoniously as a member of team.*

- Committee of accredited judges conducts the prospective student interview (sample interview form is supplied in Appendix D)
- Applicants may be assessed on general orchid knowledge and content in the Handbook on Judging
- Interview committee and the EC review the application/interview and make a recommendation to the center at the next semi-annual business meeting via an executed interview form

### ***How to Welcome New Students***

- Provide a Welcome Packet that includes a letter (Appendix K) and handy judging aids, which are available from the National EC or the Judging and Awards menu on aos.org
- Provide center-specific information and resources in written form:
  - Roster of center judges with contact information and area of expertise
  - Calendar of center judging dates and show dates (include who is the judging chair for each show) for the year
  - Ensure that show chairs receive the contact information for the new student and that the student is invited to judge
  - Attendance requirements
  - Requirements for homework, talks, projects, papers or tests
  - Responsibilities re: dress, absence, participation
  - Core Competencies for students so that they understand what they are expected to know at what stage
  - Available supports:
    - In-center support via EC, advisers and experts (could be someone who just helps them get started with a PowerPoint or the award database)
    - National supports (databases, searchable AOS magazine archives, webinars, resources list of books/articles/webinars, seminars across the US). See Judging menu on aos.org: resources that support the Core Competencies
- Communicate assessments clearly, including concrete examples for improvement, and give student an opportunity to respond

## **Student/Associate Retention**

### ***How to Retain/Coach Students/Associates***

Retaining students is essential to a thriving judging center and is a primary responsibility of the EC, the Chair and *every* member of the center.

- Follow students/associates' progress and offer suggestions/help
- Include students/associates in center activities
- Compliment students/associates as warranted and, if necessary, schedule practice judgings to address weaknesses
- *Discourage unethical and inappropriate behaviour toward students/associates*
- Allow students to comment first so that they can demonstrate knowledge rather than following dominant judging team members
- *Always* comment in real time on homework, presentations and successes/challenges at the judging table (Note: Appendix F requires that student evaluations be signed by both the judge evaluator and the student.)
- Allow second-year students to chair a ribbon-judging team with an accredited judge on the team to help steer them (but not take over the team) if necessary.

To help objectify and record student progress, see the below appendices.

- Appendix E. AOS Student Practice Show Trophy Form
- Appendix F. AOS Student Evaluation Form for Ribbon and AOS Judging
- Appendix G. Semi-annual Student-Associate Accomplishment Form
- Appendix H. Student-Associate Presentation Evaluation Form
- Appendix I. Yearly Student-Associate Composite Assessment Form

### ***How to Retain/Coach Associates (Additional Specific Information)***

Associates *are* certified judges with the right to have their score count at the judging table. They will now want to enhance and refine their research, analysis and assessment skills, in addition to learning how to chair teams and reaching out to societies by sharing presentations.

Their presentations/papers will be more polished, in depth and *tied to judging* to demonstrate their increasing proficiency and knowledge of judging standards.

- Ask associates to write an in-depth paper, in publishable form, on a topic that they have not previously covered (specific species, significant hybrid, breeding lines, result of breeding lines on progeny, etc.)

See respective January 2019 and February 2019 *Orchids* 'Judges Corner' by Jean Allen-Ikeson to help students/associates choose a topic for a presentation/paper and organize and write a paper/presentation

- Ask the associate to “co-chair” a show and work as an apprentice (see Appendix J, Guidelines for Chairing Judging at a Show)
  - Make up judging teams
  - Instruct clerks, volunteers and judges prior to ribbon judging
  - Address procedures for determining the Show Trophy

Many of the evaluation forms in the appendices that are labeled for students may also be relevant for associates.

## Promotion to Accredited Judge

From the Handbook on Judging, the following is an *ideal* description of a judge. Has your education program resulted in a judge who conforms in good part to this ideal standard? Could your accredited judges meet this ideal?

### 4.5 Knowledge and Abilities

*An AOS judge is a person considered by the trustees to be qualified to pass critical judgments upon the merits and demerits of orchid species and hybrids. Owing to the great size of the orchid family, it is not possible for any one judge to possess a comprehensive knowledge of all genera species, and hybrids, but the following requirements are basic:*

- 1) *A judge must have a thorough knowledge of the orchid species and hybrids most commonly grown and a general knowledge of the species and hybrids of the lesser-known genera.*
- 2) *A judge must have an understanding of the potential limits of the species involved in hybridization, the achievement of the hybridizer, and the effects of polyploidy.*
- 3) *A judge must keep abreast of the developments in hybridizing, judging, growing, and all other phases of orchid activity that might affect one's capacity as a judge.*
- 4) *A judge must have knowledge of arrangement and composition in reference to the evaluation of group exhibits and displays.*
- 5) *A judge must have a general knowledge of historic and current orchid literature.*
- 6) *A judge must be able to organize knowledge quickly, effectively and objectively, recognizing personal preferences and prejudices, and must not be unduly influenced by them.*
- 7) *A judge must be able to formulate an independent opinion in the presence of other judges and, conversely, be able to recognize the merits of the opinions of other judges.*
- 8) *A judge must have no abnormality in color perception. An AOS color-perception test or a statement from an appropriately certified vision professional may be required to establish this fact.*
- 9) *A judge should be able to travel and participate in judging activities in areas other than the judging center they serve.*
- 10) *A judge must possess sufficient command of the English language so that they can:*
  - a) *understand the Handbook on Judging and OrchidPro,*
  - b) *understand and write descriptions,*
  - c) *make and understand comments being made about any plant, and*

d) respond to questions.

## **Responsibilities of All Judges**

### *4.6 Responsibilities*

*To be in good standing and retain status as a student or certified judge, a judge must:*

*1) Maintain a continuous membership in the AOS. a) A judge forfeits their standing as a judge if their AOS membership lapses.*

*b) To return to good standing, all judges are required to pay for and make whole any period of membership or subscription missed due to said lapse.*

*2) Fulfill their judging requirements as outlined in this Handbook. For student, associate, and accredited judges this means: a) participating in at least eight judgments in their assigned judging center, of which at least four must be at monthly judging sessions, during the twelve-month period directly preceding each business meeting. b) Any judge who has not met the minimum number of judgments at the assigned center during the twelve months preceding the center's current business meeting will be denied voting privileges on any matter at that meeting. i) Written notice to the judge in question notifying them of their ineligibility to vote, including the statistics of their attendance from the prior twelve months leading to the decision and information on how to correct their attendance prior to the center's next business meeting, will be sent by the judging center chair; a copy of this notice will be submitted to the chair of the JC.*

*c) Additionally, any judge who has not made a concerted effort between business meetings to discuss and clear with their judging center chair any sustained need to not attend the minimum number of judgments within the assigned center will be subject to potential sanctions, suspension, or termination as described below in section 4.11.*

*3) Attend each biannual business meeting and any duly called business meeting of the judging center committee unless excused by the judging center chair. Disciplinary action will be invoked if a judge has two or more consecutive unexcused absences. Excused absences will be limited to no more than two in a row; further consecutive absences are considered unexcused.*

*4) Participate annually in no less than 12 hours of scheduled education sessions.*

*5) Maintain the qualifications, knowledge, abilities, and standards of conduct required in the Handbook*

*6) Cooperate fully with the chair of judging and the captain of their judging team in completing the routine duties of their assignment such as signing forms, describing and measuring flowers, and remaining with the team until excused.*

*7) Express themselves clearly in evaluating a flower, plant, or exhibit, avoiding both passive acceptance and aggressive rejection of the opinions of the other judges.*

*In addition, each judge is strongly encouraged to make an effort each year to judge at one or more AOS-sanctioned judging activities outside the area served by their judging center.*

*1) Full credit will be given for said judgments upon confirmation of participation from the chair of judging at that event.*

*2) Once confirmed, and if necessary, a judge may petition their center chair for up to two out-of-center judgments to be counted as follows: a) towards meeting the minimum*

*number of judgments, excluding the four required in-center monthly judgments, for maintaining their status as a judge, or b) towards meeting the minimum of 12 hours of judges' education as outlined below in 4.7.3(5).*

## **Education for Judges**

### ***Education for the Entire Center***

#### ***4.7 Judges' Education***

*The changing nature of orchids due to hybridization and introduction of new species requires that all judges be considered to be involved in education (in training) at all times.*

Education does not end when a judge is promoted to accredited status. *All judges are required to have at least 12 hours of education a year, not including reading *Orchids* or other journals. Some sources for center education include:*

- Presentations by center students, associates and all accredited, senior and emeritus judges
- Webinars that are relevant to judging
- Out-of-region seminars or conferences with speakers relevant to judging
- Outside guest speakers (either in person or in an online meeting)
- Multiple-center education seminars

All topics should be specifically relevant to judging. The EC or a delegated assistant should keep track of the length of talks in minutes and share that with the entire center after each session.

### ***Education for Students/Associates***

#### **AOS Resources**

Many valuable education resources are available on the AOS website at [aos.org](http://aos.org) under the Awards and Judging menu and on the Orchids magazine and Webinars pages.

- The Handbook on Judging
- Judges Forum articles (originally published in *Awards Quarterly*)
- List of resources (books, webinars, and articles) relevant to judging
- Indexed archives of *Orchids* magazine, its predecessor the *AOS Bulletin* and the scientific journal *Lindleyana*
- Orchids magazine's 'Judges Corner' column
- Webinars
- OrchidPro database

## **Other Resources**

- Journal indices for *Orchid Digest* <https://www.orchiddigest.org/special-publications-indicies/>
- Journal index for *The Orcadian*, the journal of the Australasian Native Orchid Society. Australian, Papua New Guinea, etc. species and hybrids—dendrobiums, *Sarcochilus*, cymbidiums, native species <https://anos.org.au/orchadian-articles-index/?iyear=Last+5+years&itag=All+content&isort=Issue&submit=select>

## **Center Resources**

One of the best resources for your center is your members.

- Prepare an annual list of certified judges and their areas of expertise to be shared with students and associates. It may be categorized by genus or genera, species or hybrids, hybridizing lines, research, taxonomy and nomenclature, Handbook on Judging questions, genetics, chairing judging at shows, etc.
- Some judges have wonderful libraries of journals and books and may share with students.
- If your center is associated with a botanical garden or a university, they may have a good library or other resources.

## **Center Education Programs**

The goal of center education programs is to bring students/associates up to a general standard of competence, underpinned by flexibility, fairness and consistency.

An education program for students/associates may include the following:

### **Homework**

- Flexible and self-paced – publishing required homework assignments for the *entire* student/associate terms allows students to work on them at will.

### **Presentations**

- Showcase students/associates ability to research and analyze data and express their opinions on a variety of topics
- Aid the entire center in evaluating the student for promotion
- Provide students/associates opportunity to build confidence and earn respect over time when they are leading discussions and defending research conclusions
- Affords students/associates occasion to master *PowerPoint* and *OrchidPro*

## Papers and Major Projects

- Allow the student to broadly address a variety of genera and/or judging topics that satisfy required competency levels (search aos.org for AOS Style Guide)
- Publication of papers/major projects shares the research with the greater judging and orchid community

## Evaluation tools

Evaluating student/associate progress should be proactive, offering feedback on strengths/weakness, whether they are on track to be promoted on time and detailing what comes next.

There is no formal evaluation tool for judges, but *these forms have been collated and revised to provide a national model for assessing students/associates:*

**Core Competencies Checklist (see Appendix B)** -- One page checklist with a timeline provides a self-check for reaching competency goals for students/associates/advisers/ECs

**Accomplishment Form (see Appendix G)** – One-page summary of student/associate’s required (homework, talks, etc.) and voluntary activities (attending seminars, webinars, speaking to orchid societies, etc.)

**Score Cards** – Compilation of student/associate’s scores compared to range of scores of accredited judges and final score; student cards returned to the EC *with the team’s final score and range of scores on each score card.*

**Evaluation Form for AOS and Ribbon Judging (see Appendix F)** – Evaluation of student/associate’s knowledge demonstrated at home and out-of-region judgments and shows (completed by team captain or an accredited judge on the team if captain is not an accredited judge)

**Presentation Form (see Appendix H)** – Feedback about student/associate’s presentation content and delivery completed by more than one accredited judge to provide a balanced assessment and review

**Practice Show Trophy Form for Students (see Appendix E)** - Form to allow students/associates to evaluate displays and justify their choice as it compares to the consensus of certified judges

**Yearly Assessment Form (see Appendix I)** – A point-based form to assess student/associate’s annual performance and contribution to the center that is discussed with individual and in the personnel section of the semi-annual business meeting

Evaluations are helpful if they are objectified and recorded as students/associates progress.

- Clear up controversy/questions in personnel sessions of the semi-annual business meetings.
- Track what has been accomplished in terms of education, attendance, homework, presentations, etc.
- Protect the student/associate from being misrepresented and the center in the case of a problematic student.
- Provides a record for both the students/associates and the EC and center should an EC retire or quit suddenly
- Support personal judgment by EC should a student/associate need more education on a topic, if they had less experience when they were accepted, etc.

***Writing the Semi-Annual Personnel Report (see Appendix L)*** – This should be completed and sent to the center chair for distribution to accredited judges or emeritus with voting rights prior to center business meetings. The center chair uses this with comments from the business meeting to provide a report to the national Judging Committee. It provides:

- A summary of work completed, judging progress and attendance
- Dates for acceptance or promotion
- Advisers names
- Recommendation for acceptance or promotion

## **Leadership and Problem Resolution**

**If students/associates are going to improve their performance and grow, they must have ongoing feedback and support** from the education coordinator/advisers/entire center.

***The EC/advisers should communicate the results of the personnel session to students/associates after each business meeting.***

- Congratulate them on achievements
- Remind them to turn in late work
- Discuss problem attendance/late arrival, attitudes, etc.
- Ask if there are any areas where they would appreciate extra tutoring/assistance
- Give them a chance to air any grievances or appreciation

## ***Dealing with personnel problems***

### **Fair play and ethics when dealing with students/associates**

- Deal with problems/conflicts as soon as possible (often in concert with center chair)
- Bullying/hazing is unacceptable
  - 'I had to do it, so do you.'

- “You are not ready” *if without specific documented reasons* for nonacceptance as a student or for promotion.
- Entire center is responsible for ensuring that students/associates are not being subjected to such behavior

### **Addressing students/associates problems**

- Communicate/discuss directly with student/associate
- Discuss corrective behavior

### **If the problem persists:**

- EC schedules a meeting with EC, advisers and student/associate to discuss
- Discuss solutions—suggestions for extra tutoring/reading/webinars on a topic/judging practice, how to get started on homework/papers and what is expected in terms of Depth, etc.
- Recognize student/associate’s insecurity/lack of confidence/overconfidence for what it is and formulate constructive solutions
- Call out the common problem of procrastination when it occurs and give student/associate opportunity to correct the problem/provide a valid excuse

### **Addressing accredited judges’ problem interactions with students/associates**

- Address jointly by the center chair and the EC where necessary
- Communicate to student/associate that the problem is recognized and an attempt to rectify has been made
- Provide advice to a student/associate when assigned to a team with a problem judge to ensure a productive experience
- EC is responsible for ensuring a positive learning environment (Asking questions out of interest is productive; digging for faults can be intimidating.)

## **IT and Judging Education**

Today, we have extensive data powered by information technology (IT) that has eliminated the heretofore clerical work of digging out slides or building pedigrees. Seeing plants in person is essential, but IT, including *OrchidPro*, webinars, PowerPoint presentations and magazine archives, has provided a rich context for learning about them. As a result, competency in using current IT has become paramount for *all* judges.

## **A Final Word**

Throughout a student's or associate's journey to becoming an accredited judge, the EC and advisers should remind them that judging is a job but it should also be fun, enrich a passion for orchids and judging, and pride in a job well done.

## **Helpful Forms**

The following appendices contain forms to help codify and objectify assessment and record achievements. Many of these are filled out by the student/associate. In the long run, they will make the EC's life easier and provide useful data at your fingertips---and at the same time provide backup for students/associates in the case of transfer from one EC to another or one center to another.

## Appendix A: STANDARDS AND RESOURCES FOR ACHIEVING JUDGING COMPETENCY

Part A (Part B on aos.org lists references to resources to supplement this list)

### Skills Judges Need

#### Goals for Judges' Education

- Participation
- Research and study
- Analysis skills
- Judgment/reaching conclusions
- Communication, both oral and written
- Teamwork
- Leadership

#### I. First-Year Student

##### A. The Handbook on Judging

1. Expectations and requirements for students and associates (ECs should also outline *in writing* the specific requirements for their center, specific homework, papers and talks and when each is to be completed. Providing homework in advance and standardizing it allows for fairness and for students to fit the demands of personal judging education into their work, life and home schedule.
2. Ethics and conduct
3. Awards and what they are granted for (judging criteria)
4. Score card and judging scales

##### B. Judging teams

1. How to evaluate and comment on an orchid or display
2. Who can nominate
3. Whose score counts?

##### C. Research a species/grex, parents, previous awards and its hybrids

1. How to use *OrchidPro*
2. How to use other databases, including the World Checklist of Selected Plant Families; RHS Orchid Registry search
3. Further develop a personal library of books and journals for research

##### D. Award descriptions

1. Proper order in descriptions
2. Form
3. Surface locations terms (apex, distal, proximal, inferior, superior, etc)
4. Substance/texture
5. Botanical descriptions

6. Cultural award descriptions
7. Quality and other award descriptions
8. Species Identification Task Force (what awards go there; requirements for data and photos)
9. Measurement
  - a. What does the Handbook on Judging say
  - b. Practical considerations
- E. Basic concepts
  1. What makes a good flower
  2. Wow factor
  3. Lateral vs. vertical awards
  4. Genus, species, grex, clone/cultivar (nomenclature)
  5. Form
    - a. Flower/plant parts
    - b. Floriferousness
    - c. Arrangement
    - d. Stem
  6. Color
    - a. Descriptions vs. photographs
    - b. 'Color' words to use or not to use
    - c. Substance and texture and how it effects color
- F. Create a PowerPoint presentation (initial talk could be recent awards to a group with value added on species/grex with comparisons, parents, trends for awards to that species or grex—not more than 30 minutes)
- G. Additional things for students to do in first year
  1. Practice *OrchidPro* and writing descriptions at home
  2. Listen to at least four AOS webinars
  3. Attend an out-of-region judging/seminar
- II. Second-Year Student
  - A. Exhibits
    1. Understudy judging exhibits with an accredited judge who explains as they go along
    2. Judging exhibits: What does the Handbook on Judging say?
    3. Exhibit design
    4. Exhibit awards
    5. Exhibit descriptions
  - B. Role of ribbon judging team captain; instructions to a ribbon judging team
  - C. Measurement and description of more complicated genera such as *Stanhopea*, *Mormodes*, etc.
  - D. Nomenclature
    1. General information

2. Concepts: accepted species, varieties and forma; synonyms; horticultural varieties and how they appear in plant names; genus, epithet, dates after names, clone/cultivar
- E. Taxonomy and related concepts
  1. The term DNA sequencing; clade
  2. Basis for current classification system into species/genera
  3. How changes affect judging: for ribbon judging classes or for AOS judging
- F. Ploidy and judging
  1. Terms: aneuploidy, diploid, triploid, tetraploid, polyploid, chromosome count, crippling
  2. Effect on judging flowers
  3. How to recognize a tetraploid: *just looking it it* or NOT; chromosome count
- III. Second- and Third-Year Student
  - A. Major genera homework/presentations
    1. *Phalaenopsis*
    2. *Cattleya* alliance
    3. Paphs, phrags and cyps
    4. *Vanda* alliance
    5. *Dendrobium*
    6. *Bulbophyllum*
    7. *Oncidiinae*
    8. *Cymbidium* alliance
    9. *Catasetinae*
    10. Pleurothallids
    11. *Masdevallia* and *Dracula*
    12. *Lycaste* and *Maxillaria*
    13. Angraecoids
    14. *Stanhopea* and related genera
    15. Other miscellaneous genera
  - B. Additional things to do in second and third year
    1. Analytical PowerPoint presentations, breeding trends, future trends: one per year
    2. Attend out-of-region conferences or seminars
    3. Attend an AOS Members Meeting and meet more in the judging world
    4. Demonstrate via presentations/homework the Four Steps in judging: Research, Analysis, Judgment and Communication
- IV. Late Third-Year Student
  - A. Be a ribbon judging team leader (with a mentor accredited judge on the team)
  - B. Get ready to be an AOS team leader as an associate judge (how to conduct; effective leadership; *RESPONSIBILITY* for accurate descriptions)

- V. Associate Judge
  - A. Continued study in species and hybrids; refine team leader skills for ribbon and AOS judging
  - B. Complete an *advanced*, in-depth project to demonstrate competency in research, analysis, judgment, conclusions, communications (in a publishable format with full reference lists, attribution of quoted or summarized information, email/verbal communication with out-of-center experts)
  - C. Understudy a judging chair at more than one show (provide instructions to judges, assist in making up teams and how to balance them, and review *descriptions*)
- VI. Accredited/certified judges responsibilities and continuing education
  - A. Read and research
  - B. Attend judgings, seminars and conferences both in and out of region
  - C. Present talks
  - D. Share your knowledge via mentoring, talks, and publishing articles
  - E. Travel, including international shows and tours of greenhouses and orchids in the wild

# APPENDIX B: CORE COMPETENCIES CHECKLIST/TIMELINE

This is used by students/associates to ensure they are on track. Advisers/EC may want to review this periodically with the person.

## Core Competencies for Student and Associate Judges

rev 2/2021

Functional Competencies	6mos	1Yr	2Yr	3Yr	//	4Yr	5Yr	6Yr
<b>Basic Operations</b>								
Integrity & Ethics . . . . .								X
Registration of plants . . . . .								X
Understanding of Other Awards. . . . .								X
Resources & Research (OP, RHS, WCSP) . . . . .								Proficient
Presenting a plant to a team. . . . .								X
Representing team in award discussion. . . . .								X
Ability to state and support opinion . . . . .								X
Nomination procedure . . . . .								X
What makes a good flower; wow factor. . . . .								X
Nomenclature. . . . .								X
<b>Knowledge of Genera</b>								
Recognition of major alliances (catt, cym, paph/phrag, Catasetinae, onc, Den, milt, phal, vandas, pleurothallids, Bulbophyllum)*. . . . .								X
Recognition of minor but common genera. . . . .								Ongoing
Organized hybridization/breeding lines . . . . .								X
Understanding of plant genetics (ploidy, albinism, mutation, clade). . . . .								X
<b>Description Writing</b>								
Proper measuring techniques . . . . .								X
Terminology (flower parts, color, substance/texture). . . . .								Proficient
Description format/sequence . . . . .								X
SITF form. . . . .								X
Writing Description. . . . .								Proficient
<b>Handbook on Judging</b>								
Basic (attendance, voting, teams). . . . .								X
The Scorecard and Scales. . . . .								X
Quality Awards . . . . .								X
Horticultural Awards . . . . .								X
<b>Educational Presentations/Homework</b>								
Basic presentation/homework/shorter papers. . . . .								Ongoing
Advanced presentation . . . . .								X
<b>Papers</b>								
Associate Project—advanced paper (publishable format). . . . .								X
<b>Show Operations</b>								
Exhibit, AOS vs ribbon judging . . . . .								X
Lead ribbon team (including clerk management) . . . . .								Proficient
Co-Chair of show judging . . . . .								Co-chair
Out-of-region judging/show. . . . .								Ongoing

## APPENDIX C: WHAT SHOULD BE IN A PROSPECTIVE STUDENT'S APPLICATION LETTER

### 4.2.1.3 Application



- 1) The written application from candidates for student judge must include:
  - a) complete name and contact information
    - i) full address with postal code,
    - ii) e-mail address(es), and
    - iii) telephone numbers (i.e. home, work, mobile, fax).
  - b) Evidence of passing a color-perception test.
  - c) The names and addresses of two or more persons who have knowledge of the applicant's interest in orchids, growing experience, etc.
  - d) Applicant's signature and date
- 2) In addition, the applicant must address the following questions and statements in enough detail to permit thorough evaluation of their qualifications.
  - a) Have they previously applied for appointment as student judge or served as an AOS judge? If yes, explain briefly, including prior center of service.
  - b) How long have they been a member of the AOS?
  - c) Describe their experience in growing orchids (length of time, types grown, facilities used, size of collection, etc.).
  - d) Describe their participation in orchid societies of which you are currently or have been a member.
  - e) Have they exhibited in orchid shows? How extensively?
  - f) Describe their participation in orchid shows other than as an exhibitor.
  - g) Have they attended or participated in activities of their judging center's committee such as judging sessions or training courses? Explain.
  - h) Describe their orchid library in general (books, periodicals, photographs, etc.). On a separate sheet, list books and periodicals in their personal library.
  - i) Have they explored Orchid Pro, a feature of their AOS membership and integral to the judging program? If yes, for how long have they been using it?
  - j) Describe any feature of their regular work or hobbies which would enhance their knowledge of orchids or their ability to evaluate them.
  - k) Describe any other training or educational activities related to orchids in which they have engaged.
  - l) Why do they want to become an orchid judge?
  - m) What do they regard as their strongest qualification for serving?
  - n) Do they understand and agree to meet the requirements for serving as judge as specified in the Handbook on Judging, specifically the requirements for time and travel?

## APPENDIX D: INTERVIEW FORM FOR PROSPECTIVE AOS STUDENT JUDGES

### INTERVIEW FORM FOR PROSPECTIVE AOS STUDENT JUDGES

CENTER: \_\_\_\_\_ DATE: \_\_\_\_\_

Name \_\_\_\_\_ Phone \_\_\_\_\_

Email \_\_\_\_\_ Cell Phone \_\_\_\_\_

Address \_\_\_\_\_

Orchid Society Affiliation(s) \_\_\_\_\_ AOS Member Yes No Since? \_\_\_\_\_

Orchid Society Officer? \_\_\_\_\_ Other OS volunteer jobs \_\_\_\_\_

Reference books (rate depth from 1-10 from application) \_\_\_\_\_ Non-AOS orchid  
databases? \_\_\_\_\_

Non AOS journals (list) \_\_\_\_\_

Years Growing \_\_\_\_\_ Approx. # of Plants \_\_\_\_\_ # of Genera \_\_\_\_\_ Specialization? \_\_\_\_\_

Years or # orchid shows attended \_\_\_\_\_ Exhibited plants? Yes No #Exhibits helped put in \_\_\_\_\_

Did you ever put in an exhibit on your own? yes no Ribbons on plants \_\_\_\_\_ Ribbons on exhibits \_\_\_\_\_

Clerked at shows yes no How many? \_\_\_\_\_ Lay judged ribbon judging yes no How often/# years \_\_\_\_\_

# times observed AOS judging \_\_\_\_\_ Did you try practice scoring at any (number?) \_\_\_\_\_

Attended Judging/special interest Seminars? Where? \_\_\_\_\_

Color perception test yes not yet----Vision OK yes no

#### GENERAL KNOWLEDGE (based on expectation of average student level)

Overall: Excellent Good Fair Poor Limited to one or two genera Knowledge of botany? \_\_\_\_\_

Knowledge of Major Genera \_\_\_\_\_ Special knowledge of Breeding Lines? \_\_\_\_\_

Knowledge of Hybridizing Directions? \_\_\_\_\_

Knowledge of Judging/Judging Practice? \_\_\_\_\_

Have they been watching AOS webinars? \_\_\_\_\_

Knows how to use: OrchidPro \_\_\_\_\_ PowerPoint \_\_\_\_\_ Other skills? \_\_\_\_\_

**APPARENT MOTIVATION:** Excellent Good Fair

Reason for wanting to join \_\_\_\_\_

Awareness of Requirements for: Time \_\_\_\_\_ Travel \_\_\_\_\_ Homework \_\_\_\_\_ Talks \_\_\_\_\_

Attendance \_\_\_\_\_ Special limitations? \_\_\_\_\_

**APPARENT SKILLS & TRAITS**

Willingness to learn & listen \_\_\_\_\_ Communication skills \_\_\_\_\_

Enthusiasm \_\_\_\_\_ Decision making skills? \_\_\_\_\_

Any personality limitations (argumentative, procrastinator, difficulty being on time, chip on shoulder, etc)?

\_\_\_\_\_

**COMMENTS:**

**RECOMMENDATION OF INTERVIEW COMMITTEE:** ACCEPT? \_\_\_\_\_ or REJECT \_\_\_\_\_

Why? \_\_\_\_\_

\_\_\_\_\_

**INTERVIEW COMMITTEE NAMES (PRINT) & SIGNATURES:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**NOTE:** Handbook Section 4.2.1.1(4) Selection Procedure, "The judging committee may prescribe additional steps in reaching a decision about an applicant" (e.g. - attendance monthly to get acquainted, assisting in clerking for some designated time period, etc.).

# APPENDIX E: STUDENT PRACTICE SHOW TROPHY BALLOT

## AOS JUDGING STUDENT (PRACTICE) SHOW TROPHY BALLOT

Three exhibits must be scored by the student. Circle the one that you think is best. Return to your Education (aka Training) Coordinator.

Date: \_\_\_\_\_ Location: \_\_\_\_\_

**\*\*\*Ask the Judges Chair of the show for the final ST winner & score:**

Winning ST Exhibit number: \_\_\_\_\_ Score: \_\_\_\_\_ Silver or Gold Certificate?

	Possible points:	Entry #	Entry #	Entry #
General Arrangement	35			
Quality of Flowers	35			
Variety	20			
Labeling	10			
Totals				

### COMMENTS:

A total score of 80 is required for the show trophy.

STUDENT NAME:

Current Year Level:

Student to return this completed form to home center Education Coordinator

**APPENDIX F: STUDENT EVALUATION FORM FOR AOS OR RIBBON JUDGING (if an option)**

**AOS STUDENT JUDGE EVALUATION FORM  
(center judging, AOS show or ribbon judging)**

**NAME:** \_\_\_\_\_ **Circle Present Level: Student** Yr 1 2 3 **Associate** yr 1 2 3

**Date:** \_\_\_\_\_ **Place/Show:** \_\_\_\_\_

AOS team member \_\_\_ Ribbon team member \_\_\_ Ribbon team captain \_\_\_

Please use the following scale to evaluate the judge's knowledge level in the criteria below:

1 <sup>st</sup> year student	1;	1 <sup>st</sup> year associate	4;	Early accredited	7
2 <sup>nd</sup> year student	2;	2 <sup>nd</sup> year associate	5;	Accredited	8
3 <sup>rd</sup> year student	3;	3 <sup>rd</sup> year associate	6;	Specialist expert	9

<u>Genera Judged</u>	<u>Level Rating</u>
Knowledge of Genus:	

➡ **Judge's overall apparent average level** \_\_\_\_\_

Please rate the following attributes of this judge:

ATTRIBUTE	EXCELLENT	GOOD	FAIR
Participation			
Overall Attitude			
Willingness to learn			
Courteousness			
Attentiveness			
Use of database(s)			

**Other comments or suggestions that will assist the judge's education (include if description written):**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Please discuss this evaluation with the student and sign:**

**Signature of Evaluator** \_\_\_\_\_ **Print** \_\_\_\_\_

**Signature of Student** \_\_\_\_\_

**\*\*\*\*Student to return this form to his/her home Education (aka Training) Coordinator\*\*\*\***

# APPENDIX G: ACCOMPLISHMENT FORM

## 6-MONTH STUDENT/ASSOCIATE ACCOMPLISHMENT RECORD

To be completed by the student/associate and returned to Education (aka Training) Coordinator 2 weeks prior to the their JC Business Meeting (1 copy to TC; 1 retained for your records)

NAME:

Level:

DATE:

Local JC judging (start with Business Meeting, provide date):

--	--	--	--	--	--	--	--

Out-of-region Judging, date & location (use reverse if needed):


In-region shows (use reverse if needed): date & location


Out-of-region shows:


Homework completed (title; use reverse if needed) or major projects working on/completed:


Talks given in center/ **talks working on (note 'in progress')**/out of center/seminars/workshops attended/:


AOS webinars viewed (use reverse if needed):

Title:


OTHER (society talks given; exhibits—own or helped; show participation):

Describe:


Total hours of education \_\_\_\_\_

More on reverse: Yes No

# APPENDIX H: PRESENTATION ASSESSMENT FORM

## STUDENT/ASSOCIATE PRESENTATION EVALUATION

1/2021

**STUDENT/ASSOCIATE:** Present to three accredited judges to include Education Coordinator, Advisor, Center Chair or designated alternates. Return to home center Education Coordinator. Complete Section 1 before handing out.

**EVALUATING JUDGE:** Sign & return to Student/Associate before leaving. Please complete all three sections.

**SECTION 1**

NAME: _____	DATE GIVEN: _____
YOUR LEVEL (Circle Student/Associate)	Year: [ 1 ] [ 2 ] [ 3 ]
TOPIC: _____	LOCATION: _____
TIME TO CREATE & PRESENT TALK: _____	minutes

**SECTION 2** – Scale is Poor (1) to Excellent (5)

1. Demonstrated overall knowledge of topic [ 1 2 3 4 5 ]  
Comments:
2. Contained aspects related to judging [ 1 2 3 4 5 ]  
Comments:
3. Demonstrated analysis of topic versus rote comments [ 1 2 3 4 5 ]  
Comments:
4. Answered questions by showing topic knowledge [ 1 2 3 4 5 ]  
Comments:
5. Presented legible and complete slides [ 1 2 3 4 5 ]  
Comments:
6. Showed skill in pronunciation and terminology [ 1 2 3 4 5 ]  
Comments:

*Comments (use back for more space):*

**SECTION 3**

Student/Associate Signature \_\_\_\_\_

Evaluator signature (Signed & Printed) \_\_\_\_\_

\_\_\_\_\_

# APPENDIX I: YEARLY COMPOSITE ASSESSMENT FORM

## Yearly Assessment of AOS Students & Associates

*This assessment should be compiled on the yearly anniversary from acceptance or promotion from the student's or associate's total performance plus intangibles such as attitude and ethics. Base of level and year. Consider if individual is often late without an excuse, etc. Note if student has been on leave or major life intervention such as illness, work, etc. Modify if necessary with the recommendations of center members in the personnel review.*

NAME \_\_\_\_\_ DATE \_\_\_\_\_

LEVEL (circle: student or associate) \_\_\_\_\_ YEARS IN CENTER AT THAT LEVEL [ 1 2 3 more than 3 ]

**ATTENDANCE at center judging sessions** *poor* [ 1 2 3 4 5 ] *excellent* × 1 = \_\_\_\_\_

Comments:

**ATTENDANCE at shows sponsored by center** *poor* [ 1 2 3 4 5 ] *excellent* × 1 = \_\_\_\_\_

Comments:

**ATTENDANCE out of region&/or out of center talks given** *poor* [ 1 2 3 4 5 ] *excellent* × 0.5 = \_\_\_\_\_

Comments:

**SCORING** *poor* [ 1 2 3 4 5 ] *excellent* × 1.5 = \_\_\_\_\_

Comments:

**COMMENTS AT JUDGING TABLE/OVERALL KNOWLEDGE** *poor* [ 1 2 3 4 5 ] *excellent* × 1.5 = \_\_\_\_\_

Comments:

**PRESENTATIONS (information/organization/delivery)** *poor* [ 1 2 3 4 5 ] *excellent* × 1.5 = \_\_\_\_\_

Comments:

**HOMEWORK OR PAPERS, if applicable at level** *poor* [ 1 2 3 4 5 ] *excellent* × 1.5 = \_\_\_\_\_

Comments:

**MAJOR PROJECT, if applicable** *poor* [ 1 2 3 4 5 ] *excellent* × 1.5 = \_\_\_\_\_

Comments:

**USE OF DATABASES** *poor* [ 1 2 3 4 5 ] *excellent* × 0.5 = \_\_\_\_\_

Comments:

**CHAIRING TEAMS, if applicable** *poor* [ 1 2 3 4 5 ] *excellent* × 0.5 = \_\_\_\_\_

Comments:

**ETHICS** *poor* [ 1 2 3 4 5 ] *excellent* × 0.5 = \_\_\_\_\_

Comments:

**ATTITUDE/PROFESSIONALISM/WILLINGNESS TO LEARN** *poor* [ 1 2 3 4 5 ] *excellent* × 0.5 = \_\_\_\_\_

Comments:

TOTAL (applicable) POSSIBLE: \_\_\_\_\_ TOTAL \_\_\_\_\_

*(use calculator)* TOTAL/TOTAL POSSIBLE = \_\_\_\_\_

COMMENTS:

## APPENDIX J: SUGGESTIONS FOR CHAIRING AOS/RIBBON JUDGING AT SHOWS

### Ribbon Judging (Joyce Medcalf) (A guide for associates)

- Read show schedule to learn about any 'different' rules/special trophies the show has. For example, can a plant be registered in more than one class? How does the show define a miniature? Does it give judge and/or give trophies to 'no-name' plants?
- Make up ribbon and AOS teams ahead of time when show chair sends you names of judges, lay judges and clerks.
- Type a summary sheet of teams, team members and class assignments for each team along with what, if any, trophies each team will award. If the registration finishes the day or night before, this may be done at that time. Give a copy of this sheet to each team or mount a large poster with this information on it for all to see. The show will need this information to be able to sort the entry names of plants or displays for each class into the appropriate groups for each team.
- Show morning, hand out show trophy ballots to accredited/associate judges and read usual preamble of rules and team assignments, noting special trophies for that show.
- Circulate the attendance sheet for all AOS judges and observers to sign.
- Calculate show trophy winner.
- Check Handbook on Judging as needed.
- Introduce yourself and give instructions to judges, lay judges and clerks for ribbon judging.
- Have a computer available so that teams can check names or parentage if there is any confusion over what class a plant should be in. Encourage judges to use a cell phone to check species names on the World Checklist of Selected Plant Families.

### AOS Judging

- Plants are 'pulled' for AOS judging after ribbon judging is finished. Make a list of nominations of plants that are too large to 'pull' and will need to be judged in situ.
- Have a SHEET for in-situ plants.
- Take a picture of the display, so you know the exact spot where the plant belongs in the display when it is returned (good suggestion by Dave Sorokowsky).
- Leave a 'Plant Pulled for AOS Judging' note in place of plant.
- Write a note that goes with the plant with:
- Name of plant and location (display number---if these numbers are removed after ribbon judging, then ask the show committee for a copy of display names *with their numbers*).

- Later, transfer this info to 'Plants Nominated for AOS Judging Form'.
- List the pulled and in-situ plants on the Plants Nominated for AOS Judging Form.
- As awards are granted, or passed, fill in this 'Plants Nominated for AOS Judging Form' (see sample from Toronto Judging Centre that includes space for assuring that a plant has been owned 12 months for cultural awards) for a record, with the award number and award, award type and points.

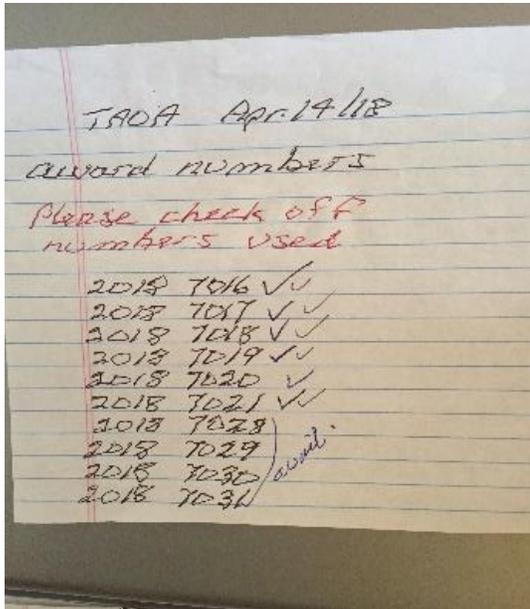
Plants Nominated for AOS Judging

#	PLANT NAME	Exhibit	AWARD	PTS	EXHIBITOR	OWNED 12 MO.
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						

TJC/Toronto Plants

Nominated for AOS Judging Form

- If plant is awarded, write award number (e.g., 2019xxxx) on that 'pulled' sheet that was brought with the plant.
- That sheet can go to the photographer.
- There should be a list of award numbers in the show kit (forms, score sheets, award stickers, etc.) that the head of your judging center should provide.
- Check off numbers used.



Sample list TJC/Toronto Award Numbers

### Special Awards, Silver (85 or Gold certificate (90)

- A single score between 85 and 89 constitutes a nomination for a silver certificate requiring the formation of a special team. The same goes for a gold certificate; any single score of 90 or more constitutes a nomination.
- Form a team of at least 5 accredited judges.
- Show trophy must receive the highest score. If show trophy scores less than 85, no silver certificates are awarded to any display.
  - Educational Exhibit Certificate (80)7.3.4
  - Artistic Certificate (90)7.3.5
- Read the Handbook on Judging.

### Provisional Awards and Photography

- A CHM/CBR and FIRST award to species MUST go to SITF Committee.
  - CHM - state reason granted
  - CBR - state country of origin
  - Use SITF form and/or detailed description, include plant info in description
  - Get permission from owner to remove a flower
  - Photos of dissected flower segments with ruler.
- If not the 'Usual' Photographer, he/she needs to sign 'Photographer's Permission Form', which should be in the show kit.
- Give photographer 'Award Photography Guidelines'. Make sure they understand them.
- Photographer takes picture of SITF form for his/her record
  - Photographer must include a copy of the SITF form with the pictures submitted to the appropriate person designated by the center.

- ALL awarded displays need to be photographed, with the ribbons removed.
- 

### Descriptions

- Input descriptions on computer fillable form.
- Record all info, clonal name etc. Fill in all the blank spaces.
- Write date and name of event in full.
- Fill in contact information of exhibitor.
- If exhibitor has received previous awards, the full name is enough. If unsure or think info it may have changed, then fill it out completely.
- Display awards need a clonal name, even if it is just the name of the exhibitor.
- Entire team reviews the description; team leader reads it followed by the head judge.
- Then print three copies.
- TEAM LEADER signs all three copies.
  - Copy 1 with sticker goes to the EXHIBITOR.
  - Copy 2 goes to the PHOTOGRAPHER.
  - Copy 3 is kept as a record along with all remaining paperwork, INCLUDING SITF FORM, and is given to CENTER CHAIR at first opportunity.
  - Add copy of AOS teams with all other paperwork (copy three). This is now added to the JC program.

### Judging Summary Sheet/Attendance Sheet

---



---

#### JUDGING SUMMARY SHEET -

Event \_\_\_\_\_ Chair \_\_\_\_\_

Date \_\_\_\_\_ Photographer \_\_\_\_\_

# Plants entered for judging \_\_\_\_\_ # Plants scored & rejected \_\_\_\_\_ # Awards granted \_\_\_\_\_ # Provisional awards \_\_\_\_\_

FCC \_\_\_\_\_ AM \_\_\_\_\_ HCC \_\_\_\_\_ CCM \_\_\_\_\_ CCE \_\_\_\_\_ CHM \_\_\_\_\_ CBR \_\_\_\_\_ JC \_\_\_\_\_ Other \_\_\_\_\_

Special awards, ST, SC, GC, etc. should be marked in the 'other' box.

## APPENDIX K: WELCOME PACKET FOR STUDENTS

### Congratulations on Beginning Your Journey as an American Orchid Society Judge

The AOS Judging Committee welcomes you to our orchid-judging family. Over the next six years, you will gain a vast wealth of knowledge about orchids, meet lots of interesting people who share your interest and become part of a vibrant community of orchid judges.

The life of a student judge involves homework, papers/presentations and hands-on judging experience at judging centers and orchid shows. Traveling to centers/shows beyond your local judging center is a great way to broaden your experience. And attending AOS Members Meetings affords wonderful opportunities for meeting expert orchid growers who will be happy to share their knowledge with you.

Your local judging center, Education (Training) Coordinator and advisers will assist you in becoming an Associate Judge with full voting rights on awards and, ultimately, an Accredited Judge.

We have put together some resources to help you get started:

<b>Attachments to This Letter</b>	<b>AOS.org Resources</b>
<ul style="list-style-type: none"><li>• What to Add to your Judging Bag!</li><li>• Judging Competency Goals</li><li>• Quick Reference for Plant and Exhibit Award Descriptions</li><li>• Award Description Worksheet</li><li>• Orchid Flower and Plant Parts</li><li>• Resources for Judging Education</li></ul>	<ul style="list-style-type: none"><li>• <a href="#">Webinars</a></li><li>• <a href="#">Orchid Awards and Judging</a> + submenus</li><li>• <a href="#">Handbook on Judging</a></li><li>• <a href="#">Descriptive Terminology for the Orchid Judge</a></li><li>• <a href="#">Orchidist's Glossary</a></li></ul>

We hope that your journey to becoming an orchid judge is a fun and fulfilling one! Good luck!

## APPENDIX L: WRITING THE PERSONNEL REVIEW REPORT FOR CENTER BUSINESS MEETINGS

- Send to the center chair and all accredited or emeritus voting members of the center prior to the center business meeting.
- The center chair is responsible for forwarding the personnel report as part of the confidential minutes to the national Judging Committee chair who then puts acceptances and promotions on the agenda for the JC meeting for consideration.

### Headings

- Title
- Date
- Center
- Names of people to be considered for student status or promotion—be specific to level—in red. Make obvious so that status and promotions are not missed.

### Associates

- Name
- Date voted on by center for acceptance as a student
- Date voted on by AOS for acceptance as a student
- Date voted on by center for promotion to associate
- Date voted on by AOS for promotion to associate
- Date voted on by center for promotion to accredited
- Advisers
- Short summary of total attendance, talks given, homework completed, progress on a project, out-of-region events. Note: If appropriate, put in red whether or not you are recommending promotion. If the center votes positively on promotion, after the business meeting, revise the report to recommended.

### Students

- Name
- Date voted on by center for acceptance as a student
- Date voted on by AOS for acceptance as a student
- Advisers
- Short summary of total attendance, talks given, homework completed, progress on a project, out-of-region events attended, any problems or successes. If the student is eligible for promotion, note in red whether or not you are recommending promotion. If the center votes positively on promotion, after the business meeting, change the report to reflect that.

## **Prospective Students**

- Name
- Summary of color vision (may be give in center from one on the internet) results, application letter, judgments attended and summary of interview.
- Recommendation for acceptance, rejection or asked to try again at the next business meeting and reasons for these latter two.

## **Post Business Meeting**

*The Final Personnel Report with corrections to dates, results of center vote, and any additional comments on performance is sent to the center secretary for inclusion in the restricted minutes and to the center chair.*

***More on the following pages***

## **APPENDIX M: WELCOME PAGE ON BECOMING A STUDENT JUDGE**

### **What's so great about being an American Orchid Society Judge?**

- Judges are a welcoming group, always learning, and enthusiastic to share
- You will begin your judge training education when you are accepted as a student judge
- The AOS judging system provides access to lifelong continuing orchid education
- AOS judges are acknowledged by orchid organizations throughout the U.S., Canada and around the world

### **What will you learn as a judge?**

- Recognize orchid genera, species and hybrids
- Acquire knowledge of hybridization and breeding trends
- Gain knowledge in preferred traits in different types of orchids
- Build lifelong friendships in both the judging community and in orchid societies across your region by becoming more involved in their regular activities and events
- Be presented with opportunities to judge outside of your home region

### **What are the requirements for being an AOS Judge?**

- Have a commitment to orchids and orchidology
- Be eager to expand your knowledge
- Be able to make independent judgments
- Maintain a high standard of personal integrity and ethics
- Maintain continuous membership in the AOS
- Be able to meet the requirements of time, language skills, ability to travel and participation in training education and judging activities
- The total program outline can be found on the AOS website at [aos.org](https://aos.org) under the Orchid Awards and Judging tab in the Judging Handbook, pages 15-17
- Complete an application and submit to the judging chair of the center of your choice
- Have an interview
- Pass a color perception screening test

Judging Task Force 2/2021

## APPENDIX N: Additional aids for judges

Description-writing sequence. This may be printed, trimmed and laminated so that it is a card with one column on the front and one on the back.

### Quality Award Description Sequence:

1. Number of flowers, buds (include zero) & inflorescence(s) with length of longest
2. Overall flower form, arrangement, presentation
3. Overall flower color (if base color)
4. Dorsal sepal: color & form, include caudae
5. Lateral sepals: color & form, include caudae(Use Synsepal for Paphs and Phrags)
6. Petals: color & form
7. Lip: color & form (include spur, callus, disk, midlobe, side lobes, throat, etc) (Use Pouch for Paphs & Phrags)
8. Column & anther cap: color & form (Use Staminode for Paphs & Phrags)
9. Ovary: color, size & shape if appropriate
10. Substance
11. Texture
12. Comments (if included, e.g. fragrance)  
Use same description on double awards

### CCM, CCE, CBR & CHM

#### Award Description Sequence:

1. Number of flowers, buds, inflorescences & form & length of longest inflorescence
2. Plant size (width & height, container & media)
3. Add vegetative part sizes for CBR/CHM's (leaves, pseudobulbs, etc), CBR/CHM's are provisional to SITF & additional measurements & photos are helpful  
– See SITF forms)
4. Flower description sequence (as above)
5. Comments (Country of origin, if ID by?, etc)

### Quality Awards:

HCC: 74.5 - 89.4 points

AM: 79.5 - 89.4 points

FCC: 89.5 - 100 points

### Cultural Awards:

CCM: 79.5 - 89.4 points

CCE: 89.5 - 100 points

### Botanical Awards:

CBR: not scored, requires 2/3 team vote for rarity, novelty, educational value; receives clonal name; provisional to SITF  
CHM: 79.5 - 100 points for esthetic & horticultural value & appeal; receives clonal name; provisional to SITF

### Hybridizing Awards:

AD: not scored, requires unanimous team vote for worthy new direction; no clonal name; include name of hybridizer

AQ: not scored, requires unanimous team vote for improved quality, must record specific values why awarded; 12 plants required with 1 quality award minimum at or prior; no clonal name, include name of hybridizer & parental cultivar names

### Judges' Commendation:

JC: not scored, 75% affirmative team vote for a distinctive or historical aspect that must be recorded; receives clonal name

(revised 11/18)

## Quick reference for flower, plant and display awards

The following two-page form may be printed on both sides of one sheet and laminated.

### Description & Sequence

1. Number of flowers, buds & inflorescences
2. Overall flower form, floral bracts if noteworthy, arrangement, presentation & fragrance (if present)
3. Overall flower color (if included; lip/pouch is part of this color!)
4. Dorsal sepal, form & color
5. Lateral sepals or synsepal, form & color (including fused sepals)
6. Petals, form & color
7. Lip or pouch, form & color (callus, cirrhi, disk, boss, ring, midlobe, side lobes & throat, hypochile, mesochile, etc., if applicable)
8. Column & anther cap
9. Ovary, shape (if included) & color
10. Substance
11. Texture (if not uniform, describe largest area first: sepals and petals glossy, lip velvety or say texture glossy, lip velvety.)
12. Comments (if included) (e.g., country of origin for species; why the plant was awarded—especially important for JCs, etc.)

### Cultural Award

1. Number of flowers, buds & inflorescences, including length of longest inflorescence
2. Vegetative parts of plant, including overall size of foliage (width & length) and size & type of growing container or mount; media
3. Flower description, refer to award description sequences, including substance & texture

### CBR/CHM

Include detailed description (form & color! eg, leaves, green mottled red) & measurement of vegetative parts of the plant including roots & their color in addition to above.

Describe the vegetative parts of the plant for all awards that start with a C: CBR, CHM, CCM, CCE.

Include unopened or immature inflorescences in flower/bud count, but mention as such.

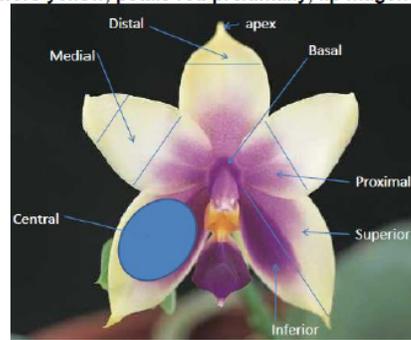
Give more information rather than less; i.e., “Sixty-four flowers on one branched inflorescence, 53 buds on a second inflorescence and three buds on an additional immature inflorescence” is of more value to subsequent judges than “Sixty-four flowers and 56 buds on three inflorescences” The first case says 64 on an inflorescence is possible. The latter is 40 flowers and buds per inflorescence!

Descriptions have one capital letter – the first one. . .The exception is if proper nouns are included like: cultivar dominated by *Cattleya* parent. One period at the end.

The description of plant or flower parts are separated by semi-colons: sepals green; petals yellow; lip white;

Thoughts related to the description of a single segment are separated by commas: sepals green, blotched maroon; . . . sepals and petals white, petal apices flared magenta;

Taking parts together is fine if it is appropriate: sepals chartreuse, striped mahogany, synsepal less densely; OR flowers yellow, petals red proximally, lip magenta apically



R. McHatton

### Display Awards

TROPHY TYPE	DESCRIPTION	VOTE?	%??	SCORE>?	DESCRIPTION?	PHOTO?	HB SECTION
SHOW TROPHY	1/show; 'best collective material meritoriously displayed'	yes	majority*	80	yes	yes	6.3.2
GOLD CERTIFICATE	To show trophy >90 points; additional nominated exhibits scored >90	yes**	**	90	yes	yes	6.3.1
SILVER CERTIFICATE	To show trophy if scores 85-89 pts; **; other exhibits may be nominated	yes	**	85-9	yes	yes	6.3.7
ARTISTIC CERTIFICATE	Nominated "Outstanding exhibit. . .exceptionally artistic"; Judged by a team	yes	100%	(90)***	yes	yes	6.3.4
MERITORIOUS ARRANGEMENT (CMA)	May be awarded by non-AOS "nationally accredited decorative or flower judges"; AOS team must confirm the award; given only once in a show; can be corsage	yes	agreement	no	yes****	****	6.3.5
EDUCATIONAL EXHIBIT	Nominated, then judged by a team; "furthers the knowledge & educational of the public regarding orchids." " . . .Consideration also given to displays that further conservation awareness"; specific exhibit awarded only once but any # can be given at a show*****	yes	agreement	80	yes****	****	6.3.6

\*At least 2/3s of eligible judges present must vote for any display; \*\*other exhibits "of orchid plants or cut-flower exhibit may be nominated" if "exceptional, unique or worthy of high recognition but does not meet the usual requirements of the show trophy"; chair may nominate a team in this case but need at least ¼ majority of the team of at least 5 judges; \*\*\*"a judge believes could. . .score at least 90 points"; \*\*\*\*according to Ron McHatton, currently all awards should be described and photographed; although the Handbook says no for CMA, CMA needs to be.

**DESCRIPTIONS:** Display descriptions, like those for quality or cultural awards, should paint an image in words of the display including size and design, the quality and variety of plants, why the display was striking enough to be awarded and if it also received a second display award (e.g., ST plus GC).

1. Size (incl. height) in *metric*, estimated number of plants, shape and type of display (floor, tabletop, round, simulating a tree, etc.)
2. Elements of design including the focal point, color flow, rhythm in layout and balance and use of foliage plants and props to enhance the design, add height or interest, described in specific terms (yellow and gold orchids flow through the exhibit in a semi-vertical S-curve and accent a large red specimen-sized Cattleya)
3. Exceptional plants in terms of quality (including awards), specimen plants, unusual species, etc.: name the significant ones in terms of enriching the display where possible
4. Variety in genera, species/hybrids; size; color, etc.
5. If there is a show theme, does it tie into it and how?
6. Is the labeling clear and distinct, can it be read without climbing a ladder or entering a restricted area of the display? Correct spelling and currently accepted names?
7. Additional awards and the award number to the display such as a Show Trophy, Silver Certificate, etc.

Do not capitalize plural genera or where a genus is used as a collective as in 'a display of cymbidiums and miltoniopsis'.

Words like well-presented (would not have received the award if it was not!), well-balanced, etc. should be replaced by a description of the presentation, balance, color flow, etc.

Rev 1 2021

### Award Description Worksheet

Plant Name \_\_\_\_\_ Clonal Name \_\_\_\_\_

**Parents if a Hybrid**

<p><b># off flowers, buds, inflorescences, etc.</b></p> <p>Rules:          --Capitalize &amp; spell out 1<sup>st</sup> flower #          --Spell out #s one to ten; use numerals for 11 higher          --one period after texture;          semicolons between sections.</p>	<p style="text-align: right;"><b>flower(s)</b></p> <hr/> <p>(Spelled out number) (form, WOW factor: round, stellate, respinate, full, flat, tubular, shimmering, stunning, etc)</p> <p>and _____ bud(s) (#) on _____ (#) _____ (describe eg. erect, arched, pendulous, branched, etc.) (to) _____ (length) -cm <b>inflorescences presented on a</b> (natural spread of plant) _____, _____ (describe overall plant: unusual, vigorous, pristine, etc) <b>plant grown in a</b> _____ -cm _____ (describe pot, mount or basket and media);</p>
<p><b>Flower segments</b>          --form, then color ( eg, ruffled magenta petals,)          Do not use 'ish' or 'with' for colors or 'ing' for patterns</p>	<p>Describe overall form of each segment then parts of the segment such as margins or apex, surface hairs, warts, osmophores, etc.          Then background color, overlays or markings with location (dorsal sepal flat, apex hooded, white, flushed light green along midline)          Give more detailed form for all awards beginning with C: CBR, CHM, CCM, CCE</p>
<p><b>Dorsal sepal/sepals</b></p>	<p>dorsal sepal/sepals _____          _____;</p>
<p><b>Lateral sepals/synsepal</b></p>	<p>lateral sepal/synsepal _____          _____;</p>
<p><b>Petals</b></p>	<p>petals _____          _____;</p>
<p><b>Lip/pouch</b>          --add callus/calli, crests, midlobe/side lobe form &amp; color, spur with length in -cm</p>	<p>lip/pouch _____          _____;</p>
<p><b>Column &amp; anther cap or staminode</b>          -form; umbo or boss if present on staminode</p>	<p>column/staminode _____          anther cap _____;</p>
<p><b>Ovary/floral bracts/petiole if significant. Yes!! for CBR,CHM</b></p>	<p>_____          _____;</p>
<p><b>Substance</b></p>	<p>substance _____;</p>
<p><b>Texture</b></p>	<p>texture _____ (Period!)</p>
<p><b>Comments:</b>          Country that species came from.          Fragrance or anything distinctive not included above. <i>Precluded higher score due to</i> _____. <i>Commended for</i> _____. SITF identification confirmation.</p>	