



2026

Horse Evaluation

2026 Updates

Below is a summary of updates to the Horse Evaluation CDE Handbook for the 2026 convention cycle. We plan to release handbook changes that may impact instruction in June of the year prior but may finalize smaller updates through February of the competition year. All updates and changes aim to provide a positive, relevant experience for all competitors.

HANDBOOK UPDATE:

JULY 2025

JANUARY 2026

Policies and Guidelines

I. Eligibility of Students

- Added — Eligibility is based on the **National FFA membership year (August 1–July 31)**—not a school's academic calendar or “rising grade” designation.

Rationale: *Clarifying that a student must be a 7th-grade member on the date of the qualifying event to compete or qualify at a state qualifying event. A student who is still a 6th-grade member on that date is not eligible to qualify and may compete for 7th-grade consideration only in qualifying events held on or after August 1.*

Refer to the National FFA Career and Leadership Events webpage on [FFA.org](https://ffa.org) for the most up-to-date career and leadership development handbook edition.

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FFA VISION

Growing the next generation of leaders who
will change the world.

FFA MISSION

FFA makes a positive difference in the lives of
students by developing their potential for
premier leadership, personal growth and career
success through agricultural education.

FFA CODE OF CONDUCT

FFA members participating in National FFA
programs understand and agree to abide by
the National FFA Code of Conduct at:
<https://ffa.app.box.com/s/x6l2lkovv4x9tgiegy73mei30zvli5j>

Guiding Principles

National awards and competitive events should:

1. Inspire members to explore, learn, and be prepared for future careers related to the AFNR career pathways and FFA AFNR Value Chain.
2. Recognize achievements in skill development and knowledge, including:
 - a. leveraging relevant technologies
 - b. utilizing creative problem-solving
 - c. meeting developmentally appropriate learning objectives (Bloom's Taxonomy)
 - d. utilizing employability skills (teamwork, communication, collaboration)
3. Be accessible and engaging for all students and FFA members.
4. Provide awards and recognition opportunities for students at all levels.
5. Work with other groups to utilize or partner with existing experiences.
6. Provide feedback that promotes personal and professional growth.

Agriculture, Food and Natural Resources (AFNR)

Career Cluster Content Standards

The National Council for Agricultural Education has provided permission to the National FFA Organization to use the National AFNR Career Cluster Content Standards in the development of their educational resource materials. The National Council for Agricultural Education is the owner and developer of the National AFNR Career Cluster Content Standards © 2016 and reserves all rights to the original material used here with permission. In addition, The National Association of State Directors of Career and Technical Education/National Career Technical Education Foundation (NASDCTE/NCTEF) has provided permission to use the Common Career and Technical Core (CCTC) Standards in support of this project. NASDCTE/NCTEF are the owners and developers of the Common Career and Technical Core (CCTC) Standards © 2012 and reserve all rights to the original material used here with permission.

The National FFA Organization has adopted the AFNR Career Cluster Content Standards and integrated them into the national award and recognition programs for the benefit of members, school administration, and agriculture as a whole. For a complete set of the standards, please visit the [2016 AFNR Career Cluster Content Standards](https://ffa.bbox.com/s/hrxlqv7q6zo54xfi5x5ktylyusqjihy0). You may access the standards alignments for this event at <https://ffa.bbox.com/s/hrxlqv7q6zo54xfi5x5ktylyusqjihy0>.

Professional Integrity

FFA members participating in national FFA programs and events understand and agree that all work must result from their own effort and ability, created, and completed alone (except for partner or chapter applications). When outside sources (direct quotes or phrases, specific dates, figures, or other materials) are used for a project, document, or application, the required reference citation must be completed according to the rules specified by the applicable handbook.

While participating in National FFA programs, FFA members are prohibited from:

- Plagiarizing
- Violating copyright
- Cheating
- Falsifying information
- Using another person's results or thoughts as their own, even with this person's permission. This includes work done by a family member or a mentor.
- Using information or data obtained from the internet without proper citation.

Any attempt to gain an unfair advantage will not be tolerated. Non-compliance represents plagiarism and will automatically disqualify a member.

Use of Artificial Intelligence (AI) for National Programs and Events

Artificial intelligence (AI) refers to computer systems capable of performing complex tasks that historically only a human could do, such as reasoning, making decisions, or solving problems. As AI continues to evolve, it can be a tremendous tool to help companies, organizations and individuals enhance their productivity and work. Therefore, the National FFA Organization allows the use of AI tools. FFA members may use AI tools, such as ChatGPT, Gemini, and CoPilot, to assist them in their learning.

Appropriate uses of AI may include:

- generating ideas for any FFA-related assignments, projects, contests and award applications
- checking facts of a phenomenon
- checking for and correcting grammatical errors in a paper written by a member

For more information, please see the [Standard Operating Procedures on the Use of Artificial Intelligence \(AI\) for National Programs and Events](#) document.

Member Safety

At National FFA, we're committed to creating a safe, inclusive, and supportive environment for all members— students, educators, and families alike. We believe in fostering premier leadership, personal growth, and career success, and that starts with a community built on respect and professionalism. These guidelines outline the expectations for behavior and conduct across all FFA activities and spaces. By upholding these principles, members help ensure FFA remains a place where everyone can thrive.

Please take a moment to review these policies, [here](#) (Member Safety at FFA.org), which includes an agreement to abide by the [National FFA Code of Conduct](#). Adherence is essential—violations may result in disciplinary action, including restricted access to events.

2026 CAREER AND LEADERSHIP DEVELOPMENT EVENTS GUIDELINES

POLICIES AND GUIDELINES

I. Eligibility of Students

- a. Eligibility is based on the National FFA membership year (August 1–July 31)—not a school’s academic calendar or “rising grade” designation.
- b. Each student must be a student FFA member on the current roster in good standing with the local chapter, state FFA association, and the National FFA Organization during the school year in which the student qualified to participate at the national level.
- c. If a student’s name is not on the chapter’s official roster, please work with the National FFA membership team to update the membership before the national event.
- d. The student, at the national event, must be:
 - i. A secondary education (grades 7-12) FFA member during the school year in which the participant qualified to participate at the national level as determined by the roster at the time of qualifying.
 - ii. A graduating senior is eligible to compete in state and national career and leadership development events up to and including their first national convention following graduation.)
 - iii. Participants in the Creed Speaking and Conduct of Chapter Meetings LDEs must qualify as a 7th, 8th, or 9th grade member.
- e. If a student moves to a different chapter or a different state once the student has qualified as a state representative in an event, that student may be allowed to compete in the national event with the school they qualified with during the qualifying year.
- f. A student may only participate in the same official CDE/LDE once. No student may participate in more than one National FFA event each year.
- g. Each student participating in a national event must complete an online Waiver and release of Liability through the convention registration system.

II. Selection/Certification of State Teams

- a. Each state will submit a team declaration form by July 1, before the national FFA convention. Participation in each declared event will incur an entry processing fee. [State Staff Declaration Instructions](#)
- b. Each team will be composed of the number of members determined by the specific event rules and formats. The members of a state team must be from the same chapter.
- c. All students must be certified online by the designated deadline of Sept. 1 or within 10 days of the qualifying date if after the deadline. Advisors or state staff must certify members in each event by the certification deadline. [How to certify a team or member Instructions](#)
- d. Once the original certification has been completed, no member may be added without first deleting a member. (See III. Drop/Add Process).
- e. State staff shall approve students are eligible (See I. Eligibility of Students). [State Staff Certification Approval Instructions](#) If an ineligible student participates in any career or leadership development event, the member will be disqualified, which may also impact the team’s ranking.
- f. States may approve teams comprised of fewer members than the required members.
- g. Substitutions of any student or team are subject to the determination and approval of the state association.
- h. If reputable international competitions invite teams to competition the national organization will certify National FFA Career and Leadership Development Event winners for international competition when states request. This is with the understanding that the state team will provide their travel expenses.

III. Drop/Add Process

- a. If a student needs to be substituted or dropped, the online drop/add process must be used to substitute or drop the team member. A team member must be dropped before another team member may be substituted. [How to Drop/Add a team member Instructions](#).
- b. The Drop/Add must be submitted one hour before the first event component or official activity of an event as listed in the schedule of events. Changes will not be permitted after this time.
- c. Members added to any team must meet all the eligibility and membership requirements described in this Guide's other sections.
- d. Substitutions may be allowed after the online document submission date (See individual Event Handbooks for details).
- d. Any assistance given to a student from any source other than the career development event officials or assistants will be sufficient to disqualify that student from the career and leadership development event.
- e. Event superintendents may stop any student if they deem their manner hazardous to themselves or others. Such action may result in a zero or lower score for that student for that section of the career or leadership development event.
- f. Students who start an event and do not complete it without notifying event officials at the time of departure may be disqualified. This can affect the overall team rank and position; in some events, it could also disqualify the entire team.
- g. Students will not be allowed to utilize personal electronic communication devices other than those approved by the event officials during the entire event. Students who access personal electronic communication devices without prior approval from the event officials may be disqualified from the national event.

IV. Disqualification

- a. FFA members participating in national FFA programs and events understand and agree that all work must result from their effort and ability, created and completed alone (except for partner or chapter applications). Details about Professional Integrity, the Use of Artificial Intelligence (AI) for National Programs and Events, and the National FFA Code of Conduct are included in event handbooks.
- b. Any verbal or non-verbal communication between students during an event that is not part of the event will be sufficient cause to eliminate the team member involved from the career development event.
- c. Teams or students arriving after the career development event has begun may be disqualified or penalized. This includes a zero or lower score for that team or student for the missed section of the career or leadership development event.
- h. Any CDE/LDE student, team, advisor, or coach who is proven to have gained access to event materials intended for or utilized by the event committee during the competition will be disqualified from the national event.

Purpose

The purpose of the National FFA Horse Evaluation Career Development Event is to:

- *Promote the study of and interest in equine science, selection, care and well-being, management and production through the agricultural education curriculum.*
- *Encourage experiential learning through practical skills, critical thinking and applied knowledge.*
- *Provide recognition for those who have demonstrated skills and competencies as a result of instruction in equine science.*

Objectives

By incorporating horse evaluation instruction in the agricultural education program, teachers can instill leadership and motivate learning in the classroom by developing student skills in cooperative learning, observation, analysis, critical thinking and communication.

Through participation in the national event, participants will be able to

- Develop and exercise competitive spirit in a team atmosphere.
- Create a foundation for career choices by building an awareness of opportunities within the equine industry.
- Advance knowledge in equine science, selection, care and well-being, management and production of horses.
- Evaluate, make decisions and orally justify decisions on conformation traits and performance of horses.

Event Rules

Review the Career and Leadership Development Event Policy and Guidelines for information on eligibility, selection, certification, team member changes, disqualification and more.

[General Information for National Competition](#) can provide general guidance on preparing for national competition.

- It is highly recommended that participants wear FFA Official Dress for this event. Black slacks and black boots are acceptable clothing choices during the selection and reasons portions of the event.
- All attire of riders and handlers and all tack is to be considered legal in the selection classes.
- All halter horses will be judged as sound, and all performance classes will be judged as they go regarding soundness.
- AQHA novice rules will be used in Hunter Under Saddle, Ranch Pleasure and Western Pleasure classes regarding head set and carriage.

Event Format

Materials each participant needs to provide:

- Two sharpened No. 2 pencils for placing classes.
- No pre-printed materials are allowed during the event.

National FFA will provide:

- Clipboard and blank paper.
- Blank AQHA-approved score sheet for use during the selection classes — See Reference Section, AQHA [Score sheets](#).

INDIVIDUAL ACTIVITIES

Horse Knowledge Test (60 points)

Participants will be tested on a wide variety of equine topics: Equine Industry, Equine Diseases, Breed Identification, Equine Management, and Anatomy & Physiology. This exam is administered on the iCEV Testing Platform and is based on the study guide from the National Horse Judging Team Coaches' Association (NHJTCA) Equine Management & Evaluation Certification.

Selection classes (400 points)

There will be a total of eight classes evaluated, consisting of halter and performance classes. There will be four classes of reasons, two reasons classes in each area. Classes will be approximately 12 to 15 minutes in length. All classes will be 50 points.

Halter classes will be evaluated as sound, so no tracking or close inspection will be done. Halter classes may be represented by the following breeds and types.

- | | |
|-----------------------|-----------------------|
| • Quarter Horse | • Paint |
| • Conformation Hunter | • American Saddlebred |
| • Appaloosa | • Morgan |
| • Arabian | • Ranch Conformation |

Performance classes will be evaluated as presented (unsoundness to be penalized accordingly). Patterns and scoresheets will be provided to the teams prior to the start of the event for all classes requiring patterns. See the Resources AQHA Classes pages 10-35 for more information. Page numbers and links are provided below for the performance classes.

- | | |
|--|-----------------------------------|
| • English Pleasure (Saddle Seat) | • Western Horsemanship |
| • Showmanship at Halter | • Western Riding |
| • Western Pleasure | • Trail |
| • Ranch Riding | • Reining |
| • Ranch Trail | • Hunter Under Saddle (Hunt Seat) |
| • Ranch Rail Pleasure/
Working Western Rail | • Hunt Seat Equitation |
| | • Hunter Hack |

Cull/Keep classes (100 points)

Two Cull/Keep classes of 8 video runs from the following class lists will be judged individually. The best four runs to advance/keep will be selected from the 8 video runs. All classes will be 50 points.

- Odd Year — Working Cow Horse ([Cow Work Only-No Reining portion](#)) and Hunter Hack
- Even Year — Tie Down Roping and Working Hunter.

Oral Reasons (200 points)

Two performance classes will be selected for oral reasons, each worth 50 points from listed performance classes. Two Halter classes will be selected for oral reasons from listed halter classes (50 points each). Please refer to the Horse Judging Contest Guidelines for Class Officials and Reasons Judges Section of the [National Horse Judging Team Coaches' Association \(NHJTCA\) Handbook](https://www.nhjtca.org/handbook/), <https://www.nhjtca.org/handbook/>.

TEAM ACTIVITIES (200 POINTS TOTAL)

Part 1 – Practical Application Activities (100 points; 50 points per activity)

Participants will answer questions and gather information from practical application activities. Teams will complete two activities. Participants will have up to ten minutes for each activity. Examples of practical activities include, but are not limited to, feed/hay selection, injections, lameness and selecting equipment to shoe a horse properly.

Part 2 – Team Scenario and Presentation (200 points/2024 — 100 points)

Part 2 of the team activity requires all members to work cooperatively to complete the problem-solving portion. Teams will orally present solutions to problems found in the given scenario. Teams will have ten minutes to organize and prepare information and ten minutes to present solutions to judges. Judges may ask clarifying questions to the teams. For a sample scenario, see the Reference Section of this handbook. Examples of topics include, but are not limited to, the following topics:

- Nutrition
- Management
- Anatomy
- Marketing/current trends
- Health and animal welfare (care and well-being)
- Reproduction

Sample Team Activity Scenario

TEAM ACTIVITY – PART 2 TEAM SCENARIO AND PRESENTATION – 50 POINTS

Teams will have ten minutes to organize and prepare information and ten minutes to present solutions to judges. This part of the team activity requires all members of the team to work cooperatively to complete the problem-solving portion. Teams will orally present solutions to problems found in the given scenario. Judges may ask clarifying questions to the teams.

Health/Facility – Management

You are the manager of one of the premier showing and breeding barns in the United States. At your facility you are in charge of the training/boarding barn and breeding and managing about twenty broodmares. Your mares are healthy and are about to start foaling, and it is show season for all your show horses. A group of clients who board and show out of your barn have just returned from a week-long show held in Minnesota. You notice about ten days after your clients return from the show that two of the show horses have developed signs of fever, excessive salivation, and blister-like lesions on their dental pad, tongue and coronary band. You are worried about what disease might be spreading through the barn. Answer the following questions:

Scoring

The event is organized into the following parts, classes and point values:

Activity	Individual Points	Team Points
Identification class/Knowledge exam	60	240
Halter/Performance classes – eight total classes	400	1600
Halter oral reasons – two	100	400
Performance oral reasons – two	100	400
Cull/Keep classes	100	400
Team practical application activities –two		100
Team scenario/presentation		100
MAXIMUM POSSIBLE SCORE	760	3,240

TIEBREAKERS

Ties will be broken in the following order:

Individual:

1. Oral reasons total
2. Performance classes total
3. Halter classes total

Team:

1. Team oral reasons total
2. Team performance classes total
3. Team halter classes total

Awards

Awards will be presented to individuals and teams at the awards ceremony based on their rankings. Advisors of cash award recipients will receive information about claiming their award following the convention. Guidelines for amounts and recipients of cash awards can be found [here](#). Specialty awards certificates may be presented to the top five individuals in the following areas:

- Halter placing classes
- Performance placing classes
- Total oral reasons score
- Team scenario/presentation and Team practical application activities combined

References

This list of references is not intended to be all-inclusive. Other sources may be utilized, and teachers are encouraged to use the best instructional materials available. The following list contains references that may prove helpful during event preparation.

Past CDE materials and other resources are available on [FFA.org](https://www.ffa.org).

- AQHA Performance Class rules — Use the current rules available as a free PDF at <https://www.aqha.com/aqha-rulebook>.
- USEF Performance Class rules — Use the current rules available as a free PDF at <https://www.usef.org/compete/resources-forms/rules-regulations/rulebook>.
- AQHA Forms and Resources, <https://www.aqha.com/forms-an-resources>. Scoresheets for pattern classes (Horsemanship, Showmanship & Hunt Seat Equitation), Trail, Ranch Riding, Ranch Trail, Reining and Western Riding).
- National Horse Judging Team Coaches Association (NHJTCA) offers a free study guide for the Equine Management and Evaluation Certification, download/view the [National Horse Judging Team Coaches Association Equine Study Guide](https://www.nhjtca.org). National Horse Judging Team Coaches' Association also offers DVD's, www.nhjtca.org
- ICEV also offers a course at <https://www.icevonline.com/equine-management>.
- CEV Videos on horse judging, <https://store.icevonline.com/>
- American Quarter Horse Association, Amarillo Texas — Video References, <https://www.aqha.com/-/educational-judging-videos>. Additional video packages are at <https://showing.aqhuniversity.com/pages/judge-home>
- [AQHUniversity](https://www.aqhuniversity.com) provides excellent video resources and tutorials on new classes starting in 2024. Many resources for youth are offered free once an account is set up by an adult.
- Heird, James C. and The American Quarter Horse Association, Competitive Horse Judging, First Edition. The American Quarter Horse Association, 1990. <https://equinehusbandry.ces.ncsu.edu/wp-content/uploads/2015/02/AQHA-Competitive-Horse-Judging.pdf?fwd=no>
- American Paint Horse Association, Fort Worth Texas-Judging References,- Judging References for horse judging and care. Team package is available for \$150 for 1 instructor and 25 students for 1 year of access. <https://www.horseiq.com/>
- Evans, J. Warren, Borton, Anthony, Hintz, Harold F., and Van Vleck, L. Dale, The HORSE, current edition. W. H. Freeman and Company, 41 Madison Avenue, New York, NY 10010 ISBN 0-7167-1811-1
- The American Youth Horse Council, <https://www.ayhc.com/>.
- Equine Science Curriculum – a special project from the National Council for Agricultural Education, <https://www.ffa.org/thecouncil/resources>
- Tack Identification: Horses and Tack, Howard Ensminger, <http://teskeys.com>, select Tack
- Oklahoma State University horse breeds, <http://www.ansi.okstate.edu/breeds/horses/>
- University of Kentucky Agripedia website, search horse judging, <http://www2.ca.uky.edu/>
- Texas A&M AgriLife Learn Online Horse Judging Course, <https://animalscience.tamu.edu/livestock-species/equine/online-judging/>
- Black Hawk Horse Judging Manual available for purchase, <http://bookstore-east.bhc.edu/MerchDetail?MerchID=1522504&CategoryName=horse%20judging%20manual&CatID=34342&Name=horse%20judging%20manual>
- Official Judging Guide from each of the various breed associations and audiovisuals

Team Scenario and Presentation Scorecard

100 POINTS

Chapter

Team Number

State

	5-4 Points Excellent	3-2 Points Moderate	1-0 Points Poor	Weight	Total Points
Organization and content (60 points)					
Introduction (of team members)	Exhibited a clear, polite introduction; used correct posture and body language; initiated conversation clearly and professionally.	Had an introduction; somewhat exhibited correct posture and body language; attempted to maintain clear conversation.	Did not use proper posture and body language; struggled to maintain conversation; was not clear.	X1	
Overview of scenario	Begins with an impact statement or question that articulates the focus of the topic area	Begins with an impact statement or question that is vague concerning the topic area	Begins with a statement or question that is completely irrelevant to the topic area	X1	
Presentation of key components	All factors that are impacted by problems listed in the scenario are addressed (i.e., economic impact, production factors, etc.)	Some factors that are impacted by problems listed in the scenario are addressed (i.e., economic impact, production factors, etc.)	Little or no factors that are impacted by problems listed in the scenario are addressed (i.e., economic impact, production factors, etc.)	X2	
Solution is relevant to the scenario.	All solutions connect with and support industry best practices	Some solutions connect with and support industry best practices	Solutions do not connect with and do not support industry best practices	X2	
Presentation contains accurate information.	Addresses the problem at hand and conveys viable solutions. Subject knowledge is excellent. Possesses a strong knowledge-base and effectively articulates information regarding situation	Addresses the problem at hand, but solutions may not be as clear or viable. Subject knowledge is average. Possesses a good knowledge-base and, for the most part, articulates information regarding situation.	No specific focus on the problem. Factual errors are evident. Possesses some knowledge-base but is unable to articulate information regarding situation	X2	
Conclusion summarizes the presentation.	Provides a summary statement that provides a clear and concise overview of the topic area	Provides a summary statement that provides a vague overview of the topic area	Provides a summary statement that has little relevance to the topic area	X2	
Questions and Answers	Knowledge is evident and provides a clear, concise, well-thought-out answer to the questions.	Provides answers that are somewhat unclear and at times does not answer the questions.	Seems caught off guard by questions and either does not answer the question or provides a rambling answer.	X2	

	5-4 Points Excellent	3-2 Points Moderate	1-0 Points Poor	Weight	Total Points
Presentation (20 points)					
The team spoke articulately without hesitation.	Speaks very articulately without hesitation Never has the need for unnecessary pauses or hesitation when speaking	Speaks articulately but sometimes hesitates Occasionally has the need for a long pause or moderate hesitation when speaking.	Speaks articulately but frequently hesitates Frequently hesitates or has long, awkward pauses while speaking	X1	
The team was extremely well-poised	Poised and in control at all times	Poised and in control most of the time; rarely loses composure	Sometimes seems to lose composure	x1	
The team made eye contact with the judge.	Eye contact consistently used as an effective connection Constantly looks at the entire audience (90–100% of the time)	Eye contact is mostly effective and consistent. Mostly looks around the audience (60–80% of the time)	Eye contact does not always allow connection with the speaker. Occasionally looks at someone or some groups (less than 50% of the time)	X1	
The team exhibited confident body language. The team exhibited confident body language. (cont.)	Gestures are purposeful and effective. Hand motions are expressive and used to emphasize talking points Great posture (confident) with positive body language	Usually uses purposeful gestures Hands are sometimes used to express or emphasize Occasionally slumps; sometimes, negative body language	Occasionally gestures are used effectively Hands are not used to emphasize talking points; hand motions are sometimes distracting Lacks positive body language; slumps	X1	
Evidence of teamwork (20 points)					
Each member sufficiently contributed to the presentation	All team members took an active role in the presentation.	Two to three team members took an active role in the presentation.	One team member took an active role in the presentation.	X2	
Members supported each other in posture and attitude during the presentation. Prompting, providing direction, clarifying for each other.	All team members followed through in completing their own contributions to the team. Expressed thoughts clearly Reacted sensitively to verbal and nonverbal cues of other team members	Most team members followed through in completing their own contributions to the team. Expressed most thoughts clearly Reacted sensitively to some verbal and nonverbal cues of other team members	One or two team members followed through in completing their own contributions to the team. Expressed most thoughts clearly Reacted sensitively to some verbal and nonverbal cues of other team members	X2	
TOTAL POINTS (100 points possible)					

Judge's Name

Judge's Signature

Date

RANCH RIDING SCORE SHEET



JUDGE _____
CLASS _____
DATE _____

MANEUVER SCORES: - 1 1/2 Extremely Poor, - 1 Very Poor, - 1/2 Poor, 0 Correct, + 1/2 Good, + 1 Very Good, + 1 1/2 Excellent

		MANEUVER DESCRIPTION																	PENALTY TOTAL	SCORE
		MANEUVER	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15			
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JUDGES SIGNATURE _____



REINING SCORE SHEET

JUDGE
CLASS
DATE

MANEUVER SCORES: -1 1/2 Extremely Poor, -1 Very Poor, -1/2 Poor, 0 Correct, +1/2 Good, +1 Very Good, +1 1/2 Excellent

MANEUVER DESCRIPTION			1	2	3	4	5	6	7	8	PENALTY TOTAL	SCORE
DRAW	EXH #	PENALTY									↓	SCORE
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JUDGES SIGNATURE