

East Kingdom Arts and Science Competition - General Score Sheet



Entrant SCA Name: _____ Item Description: _____

Judges: _____ Total Score: _____/48

Please include the names of all judges assessing the entry, and at least one e-mail address for follow-up questions.

Guidelines for use of the East Kingdom K&Q A&S Rubric

- The goal of this rubric is to provide a set of common criteria for arts and sciences entries that will provide concrete guidance and feedback to artisans about their work, and facilitate development of a more consistent judging experience in competition. We understand that there are subjective judgements involved when evaluators use rubrics, and that there could be variances between results from evaluator to evaluator. It is the goal of the Kingdom's Arts and Sciences office to work with evaluators to promote consistent use of the rubric by offering guidelines on how to use the rubric, and by working to familiarize evaluators with the rubric whenever possible. If you are having difficulty using the rubric with a particular entry in a competition, please notify the competition organizers so discussion can take place about how to work around this issue, and so that feedback can be given to the Kingdom Arts and Sciences office so the rubric can be modified in the future.
- This rubric uses an assumed ideal as its goal - the recreation of a piece whose methods, materials, and social significance can be dated to specific time and place in the pre-17th century world. Artisans should aim to produce an item equivalent to a high quality museum reproduction piece, one that has been constructed using historically appropriate methods and materials, and one that functions in a historically appropriate manner. An item's performance in this rubric assumes that an artisan is striving for that ideal and wants to move their work in that direction. Some projects, depending on their goals, the nature of historic evidence available, or the practicality of using period construction methods, will be unable to attain certain levels in this rubric, and that's OK.
- While the rubric does not require detailed formal written documentation, it does require that an artisan supply evidence to support their work. The evidence should be drawn from relevant and authoritative sources and then analyzed and synthesized by the artisan to support their project. While written documentation is the most common vehicle for conveying evidence, artisans may provide evidence in other ways, including verbally. In face-to-face judging situations where written documentation is not required by competition rules, please consider both verbal and written documentation equally when judging. If you have a question and information is not provided by the artisan, please ask, and consider the artisan's answer when assessing the entry. Don't penalize an entrant for not supplying the information, if they know and can *fully* articulate and support the answer to your question.
- To provide a consistent judging experience for all entrants, please:
 - Read the rubric from left to right and apply the rubric categories as written while judging each entry.
 - As you can see, there are six categories, and each category can have multiple elements.
 - Use the check boxes to indicate at what level an entrant has met each of the elements of a category. Judges can offer comments, where relevant, in the boxes under each rubric element during judging. After judging, please write summary comments and suggestions in the space provided at the end of the rubric.
 - Scores for a category will be an average of the scores of each element in that category.
 - Please note that a few categories are also weighted so they are worth more than other categories.
- The top score in the rubric should be very hard to achieve, and this score should be reserved for truly exemplary entries that go the extra mile to meet the assumed ideal stated above.

Challenge: Work is evaluated on the difficulty and challenge to the artisan for the project's creation and goals.

Average Score= _____

| 1 | 2 | 3 | 4 | 5 | 6 |
|--|--|---|---|---|---|
| <input type="checkbox"/> Work demonstrates a minimal degree of time, research, creativity and/or commitment. | <input type="checkbox"/> Work demonstrates a basic degree of time, research, creativity and/or commitment. | <input type="checkbox"/> Work demonstrates a moderate degree of time, research, creativity and/or commitment. | <input type="checkbox"/> Work demonstrates a good degree of time, research, creativity and/or commitment. | <input type="checkbox"/> Work demonstrates a great degree of time, research, creativity and/or commitment. | <input type="checkbox"/> Work demonstrates an extensive degree of time, research, creativity and/or commitment. |
| Comments: | | | | | Score: |
| <input type="checkbox"/> Artisans goals are unclear or vaguely expressed. | <input type="checkbox"/> Goals are simplistic and "safe" for the artisan. | <input type="checkbox"/> Goals push the artisan to develop their artistic skills in some way. | <input type="checkbox"/> Goals force the artisan to expand their comfort zone relating to either their artistic skills or their knowledge of the topic. | <input type="checkbox"/> Goals drive the artisan to explore and expand some aspects of both their artistic skills and their knowledge of the topic. | <input type="checkbox"/> Goals impel the artisan to explore new areas of knowledge in depth in order to enhance both their artistic skill and their understanding of the topic. |
| Comments: | | | | | Score: |
| <input type="checkbox"/> Project is too easy for the artisan. | <input type="checkbox"/> Project is relatively easy for the artisan. | <input type="checkbox"/> Project presents some challenge or risk of project failure. | Project poses a new or interesting challenge for the artisan. | <input type="checkbox"/> Project is difficult for the artisan, and poses multiple engaging challenges. | <input type="checkbox"/> Project is of a very high degree of difficulty, addressing unique or esoteric challenges. |
| Comments: | | | | | Score: |

Historical Context: Work is evaluated on the depth of its connection to a historic time and place, including a discussion and/or demonstration of its use and the cultural context of the work. Cultural context can include information about the purpose of the item, its audience, and its value (social meaning/significance) to society.

Average Score= _____

| 1 | 2 | 3 | 4 | 5 | 6 |
|--|---|--|---|---|---|
| <input type="checkbox"/> Connection of work to historical time or place is tenuous at best. | <input type="checkbox"/> Connection of work to historical time or place is vague, covering a broad range of possibilities | <input type="checkbox"/> Work attempts to build a connection to a historical time or place. | <input type="checkbox"/> Work is mostly successful at building a connection to a historic time or place. | <input type="checkbox"/> Work builds a connection to a historic time and place. | <input type="checkbox"/> Work presents a clear and compelling connection to a specific time and place in history. |
| Comments: | | | | | Score: |
| <input type="checkbox"/> Discussion or analysis of historical and cultural context is weak. Use, meaning, or value of the work is not clear. | <input type="checkbox"/> Discussion or analysis of historical and cultural context is developing. Possible use, meaning, or value is subject to some speculation. | <input type="checkbox"/> Discussion or analysis of historical and cultural context is clear. Plausible use, meaning, or value is investigated. | <input type="checkbox"/> Discussion or analysis of historical and cultural context is thoughtful. Insight into probable use, meaning, or value is provided. | <input type="checkbox"/> Discussion and analysis of historical and cultural context argues for the use, meaning, and value of the work. | <input type="checkbox"/> Discussion and analysis of historical and cultural context is deep, insightful, and nuanced; use, meaning, and value of the work are extensively discussed, creating a complex view of the work including the limitations of interpretation. |
| Comments: | | | | | Score: |

Materials: Work is evaluated on its use of materials (meaning items that are consumed or transformed in the creation process) that are similar or identical to historically appropriate materials. The material choices are supported with evidence and should be appropriate to the time, culture and purpose of the work. Substitutions should be appropriate and justifiable (e.g. not available in modern times, materials are hazardous).

Average Score= _____ (x2) = _____

| 1 | 2 | 3 | 4 | 5 | 6 |
|--|---|--|---|--|---|
| <input type="checkbox"/> Work uses clearly modern or industrial materials that are substantially different from those in period. | <input type="checkbox"/> Work uses more modern materials than historically appropriate ones, but does use historically appropriate materials. | <input type="checkbox"/> Work uses a roughly even combination of historical and modern materials. | <input type="checkbox"/> Work uses primarily historically appropriate materials. | <input type="checkbox"/> Work uses historically appropriate materials, except for those extremely expensive or difficult to locate. | <input type="checkbox"/> Work uses exclusively historically appropriate materials, including obscure, expensive, or difficult-to-locate materials; materials may even be researched and reconstructed independently. |
| Comments: | | | | | Score: |
| <input type="checkbox"/> Substitutions are explained inadequately, or not at all. | <input type="checkbox"/> Some substitutions may be explained and justifiable. | <input type="checkbox"/> Most substitutions are reasonably explained and justifiable. Some period materials may not be used because of cost or time. | <input type="checkbox"/> Substitutions are reasonably explained, appropriate, and justifiable. Period materials may not be used because of substantial cost or a lack of easy availability. | <input type="checkbox"/> Substitutions are minimized as much as reasonably possible, and all substitutions are thoroughly explained, appropriate, and justified. | <input type="checkbox"/> Entrant goes above and beyond to make sure that no substitutions have been made except in the case of health and safety, or materials which are cost-prohibitive, or unavailable in their period form. |
| Comments: | | | | | Score: |
| <input type="checkbox"/> Information about historically accurate materials is vague or difficult to ascertain. | <input type="checkbox"/> Minimal facts about historically accurate materials are present. | <input type="checkbox"/> Some facts are provided about historically accurate materials. | <input type="checkbox"/> Multiple facts are analyzed to present some evidence about historically accurate materials. | <input type="checkbox"/> Ample evidence pertaining to materials and their historical accuracy is provided. | <input type="checkbox"/> Information on all materials is completely supported by reputable evidence. |
| Comments: | | | | | Score: |

Execution: Work is evaluated on the skill, workmanship, or artistic ability evident in its creation; in addition, the artisan is evaluated in how well their execution achieved their goals, and how they handled shortfalls

Average Score= _____

| 1 | 2 | 3 | 4 | 5 | 6 |
|---|--|--|--|---|--|
| <input type="checkbox"/> Work demonstrates a minimal degree of skill, workmanship, and/or artistic ability. | Work demonstrates a basic degree of skill, workmanship, and/or artistic ability. | <input type="checkbox"/> Work demonstrates a moderate degree of skill, workmanship, and/or artistic ability. | <input type="checkbox"/> Work demonstrates a good degree of skill, workmanship, and/or artistic ability. | <input type="checkbox"/> Work demonstrates an advanced degree of skill, workmanship, and/or artistic ability. | <input type="checkbox"/> Work demonstrates an exceptional degree of skill, workmanship, and/or artistic ability. |
| Comments: | | | | | Score: |
| <input type="checkbox"/> It is unclear if the goals of the project were achieved. | <input type="checkbox"/> Work achieves a few of the goals set by the artisan. | <input type="checkbox"/> Work achieves many of the goals of the artisan. | <input type="checkbox"/> The work achieves most of the artisan's goals. | <input type="checkbox"/> The work achieves all of the artisan's goals for the project. | <input type="checkbox"/> Not only does the artisan achieve their goals for this project, but their success informs other projects and goals as well. |
| Comments: | | | | | Score: |

| | | | | | |
|--|--|---|---|--|--|
| <input type="checkbox"/> Artistic mistakes are not acknowledged. | <input type="checkbox"/> Artistic mistakes are acknowledged. | <input type="checkbox"/> Artistic mistakes and/or limitations in research or methodology are acknowledged, and some speculation for improvement is given. | <input type="checkbox"/> Artistic mistakes and/or limitations in research or methodology are discussed in some detail, and the artisan gives a concrete idea of how this work could inform future projects. | <input type="checkbox"/> Artistic mistakes and/or limitations in research or methodology are discussed in detail, and the artisan presents several possible “next steps” or ways this work could inform future projects to address what they’ve learned. | <input type="checkbox"/> Artistic mistakes or limitations in research or methodology are embraced, being discussed in thorough detail, and in comparison to mistakes evident in period examples, if relevant. Lessons learned and multiple future avenues of exploration are outlined. |
| Comments: | | | | | Score: |

Methods: Work is evaluated on its use of processes, techniques or tools which are identical to or emulate those used in period. The methods are supported with evidence and should be appropriate to the time, culture and purpose of the work. Use of modern methods should be appropriate, and justifiable. (E.g. not available in modern times, method is hazardous). This score is not to reflect the execution or success of the construction.

Average Score = ____ (x2) = ____

| 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|--|---|--|
| <input type="checkbox"/> Work uses modern techniques. | <input type="checkbox"/> Work uses a majority of modern techniques with some use or emulation of period techniques. | <input type="checkbox"/> Work uses or emulates a combination of period and modern techniques. | <input type="checkbox"/> Work uses or emulates mainly period techniques, but some modern techniques are used. | <input type="checkbox"/> Work uses or emulates the same techniques that were used in period, save for those which are extremely expensive or unreasonably time-consuming. | <input type="checkbox"/> Work employs total use of period techniques, including ones that are obscure or the product of experimental archaeology. |
| Comments: | | | | | Score: |
| <input type="checkbox"/> Reason for the use of the modern technique is explained inadequately, or not at all. | <input type="checkbox"/> Some use of the modern techniques may be explained. | <input type="checkbox"/> Most techniques employed are reasonably justified and explained. Some period methods may not be used because of cost or time. | <input type="checkbox"/> Substitutions are reasonably explained, appropriate, and justifiable. Period methods may not be used because of substantial cost or time. | <input type="checkbox"/> Substitutions are minimized as much as reasonably possible, and all substitutions are thoroughly explained, justifiable, and appropriate. | <input type="checkbox"/> Entrant goes above and beyond to make sure that no substitutions are made except for those that are cost-prohibitive or impact health and safety. |
| Comments: | | | | | Score: |
| <input type="checkbox"/> Information about the period technique is vague or difficult to ascertain. | <input type="checkbox"/> Minimal facts about period technique are supplied. | <input type="checkbox"/> Some facts are provided about period technique. | <input type="checkbox"/> Multiple facts are analyzed to present some evidence related to period technique. | <input type="checkbox"/> Ample evidence pertaining to techniques and their period accuracy is provided. | <input type="checkbox"/> Information on all period methods is completely supported by reputable evidence. |
| Comments: | | | | | Score: |
| <input type="checkbox"/> Tools used are entirely modern, meaning that they are substantially and functionally different from period tools. No discussion of historic tools is included. | <input type="checkbox"/> Some tool use is discussed in relation to historical method, though tools are still entirely modern. | <input type="checkbox"/> Some attempt at period-similar tool use is made, and most tool use is related to historical practice, but tools still perform differently from period tools. | <input type="checkbox"/> Period or period-similar tools are employed in significant parts of the work; information on tool use informs process. | <input type="checkbox"/> Work employs period or period-similar tools wherever possible. Deviations from period tools are justified and explained. | <input type="checkbox"/> Period tools are employed exclusively, and may themselves be researched and reconstructed independently of the work in question. |
| Comments: | | | | | Score: |

Sources: Work is evaluated on the use of evidence from many sources. Sources used should be a mixture of analytical (secondary) sources written by knowledgeable experts, and direct (primary) evidence, as available. Artisan should be able to discuss the significance of their sources

Average Score= _____

| 1 | | 2 | | 3 | | 4 | | 5 | | 6 | |
|--------------------------|--|--------------------------|--|--------------------------|---|--------------------------|---|--------------------------|--|--------------------------|--|
| <input type="checkbox"/> | Indirect or encyclopedic sources are used exclusively. | <input type="checkbox"/> | A minimal variety of direct or analytical sources used. | <input type="checkbox"/> | A fair variety of direct or analytical sources are used. | <input type="checkbox"/> | A good variety of direct and/or analytical sources are used. | <input type="checkbox"/> | An extensive variety of direct and/or analytical sources is employed. | <input type="checkbox"/> | An exhaustive variety of direct and analytical sources is employed to show current scholarly knowledge of the topic, and includes unique/obscure sources or original research. |
| Comments: | | | | | | | | | | Score: | |
| <input type="checkbox"/> | The quality of the sources seems very inadequate or limited. | <input type="checkbox"/> | Many of the sources are of inadequate or limited quality. | <input type="checkbox"/> | Quality of sources is uneven. | <input type="checkbox"/> | Quality of sources is generally good. | <input type="checkbox"/> | Quality of sources is excellent. | <input type="checkbox"/> | Quality is superlative, with an array of types of sources fitting the purpose of the project. |
| Comments: | | | | | | | | | | Score: | |
| <input type="checkbox"/> | Applicability of sources to the project and authority of the source creator have not been discussed. | <input type="checkbox"/> | Applicability of sources to the project and authority of the source creator have been minimally established. | <input type="checkbox"/> | Applicability of sources to the project and authority of the source creator is somewhat established | <input type="checkbox"/> | The applicability of sources to the project and authority of the source creator have been clearly established | <input type="checkbox"/> | Applicability of sources to the project and authority of the source creator have been well established & the limitations of sources used or available have been discussed. | <input type="checkbox"/> | Applicability of sources to the project and authority of the source creator have been well established & the limitations of sources used or available have been discussed in detail. |
| Comments: | | | | | | | | | | Score: | |

Summary Feedback:

What did the entry do well?

What are some next steps for the artisan?
