



East Kingdom Arts and Science Competition - Performance 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 performance piece from a specific time and place in the pre-17th century world, either from an existing historic piece or the creation of an original work based on an understanding of historic performance. 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.
- It is important to note that the performance itself is only one component of what is being assessed in this rubric with historical context and sources weighed as heavily.
- 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 skills in some way.		<input type="checkbox"/> Goals force the artisan to expand their comfort zone relating to either their skills or their knowledge of the topic.		<input type="checkbox"/> Goals drive the artisan to explore and expand some aspects of both their 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 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.		<input type="checkbox"/> 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 = _____ (x2) = _____

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:	

Performance Practice: The performance mechanics and conventions (e.g. language, meter, rhyme-schemes, techniques, movements, etc) should be as accurate as possible to the time and culture of the original piece. The creator should be able to support their choices and extrapolations, as well as their process for preparation. Content may reflect current SCA activities, but must be created and portrayed in an historically accurate manner, showing an ability to integrate new material into an authentic period style.

Average Score = _____ (x2) = _____

1		2		3		4		5		6	
<input type="checkbox"/> Work uses exclusively, or almost exclusively, modern mechanics and conventions.		<input type="checkbox"/> Work uses primarily modern mechanics and conventions.		<input type="checkbox"/> Work uses a combination of period and modern mechanics and conventions.		<input type="checkbox"/> Work uses mainly historic mechanics and conventions, but some modern aspects are present in the performance		<input type="checkbox"/> Work uses historic mechanics and conventions, except for very minor, obscure, or unreasonably time consuming details.		<input type="checkbox"/> Work employs total use of historic mechanics and conventions, including aspects that are obscure or the product of in-depth research or experimental archaeology.	
Comments:										Score:	
<input type="checkbox"/> Reasons for the use of modern elements are explained inadequately, or not at all.		<input type="checkbox"/> Some use of modern aspects may be explained or justified		<input type="checkbox"/> Most uses of modern aspects are explained and justified.		<input type="checkbox"/> Substitutions from period practice are explained, justifiable, and appropriate.		<input type="checkbox"/> Substitutions are minimized as much as possible, and all substitutions are explained, justifiable, and appropriate through documentation.		<input type="checkbox"/> No substitutions are made except for those that are cost prohibitive, or which use language that is highly objectionable due to modern norms- and those substitutions should be discussed in detail.	
Comments:										Score:	
<input type="checkbox"/> Information about historic mechanics, conventions, and practices is vague or difficult to ascertain.		<input type="checkbox"/> Information about historic mechanics, conventions, and practices is supported by minimal evidence		<input type="checkbox"/> Information about historic mechanics, conventions, and practices is supported by some evidence.		<input type="checkbox"/> Information about historic mechanics, conventions, and practices is supported by a good amount of evidence.		<input type="checkbox"/> Information about historic mechanics, conventions, and practices is supported with ample evidence applicable to the time, place, and context of the piece.		<input type="checkbox"/> Information about historic mechanics, conventions, and practices is completely supported by a wide array of reputable and highly applicable evidence.	
Comments:										Score:	
<input type="checkbox"/> A weak and incomplete understanding of period practices and conditions is evident in the preparation process.		<input type="checkbox"/> Minimal understanding of period practices and conditions is evident in the preparation process.		<input type="checkbox"/> Some understanding of period practices and conditions is evident in the preparation process.		<input type="checkbox"/> Preparation for the performance displays a good understanding of period practices and conditions.		<input type="checkbox"/> Preparation for the performance displays a strong understanding of period practices and conditions.		<input type="checkbox"/> An exceptional understanding of period practices and conditions is evident in the preparation process, which will inform future performance preparation.	
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, technique, and/or artistic ability.		<input type="checkbox"/> Work demonstrates a basic degree of skill, technique, and/or artistic ability.		<input type="checkbox"/> Work demonstrates a moderate degree of skill, technique, and/or artistic ability.		<input type="checkbox"/> Work demonstrates a good degree of skill, technique, and/or artistic ability.		<input type="checkbox"/> Work demonstrates an advanced degree of skill, technique, and/or artistic ability.		<input type="checkbox"/> Work demonstrates an exceptional degree of skill, technique, 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:

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 = _____ (x2) = _____
1	2	3	4	5	6	
<input type="checkbox"/> No direct or quality analytical sources are used	<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?
