



# Kingdom of the West

## Arts & Sciences Judging Sheet - Research

<b>Contest</b>
<b>Date</b>
<b>Entrant #</b>

<b>Entry Description</b>
<b>Entrant's Starting Familiarity with Subject Matter of Entry</b> <input type="checkbox"/> None <input type="checkbox"/> Minor <input type="checkbox"/> Intermediate <input type="checkbox"/> Advanced
<b>Entrant's Feedback Preferences</b>

<b>Judge's Name</b>
<b>Judge's Familiarity with Subject Matter of Entry</b> <input type="checkbox"/> None <input type="checkbox"/> Minor <input type="checkbox"/> Intermediate <input type="checkbox"/> Advanced

### Metrics

Category	0-2 points	3-4 points	5-6 points	7-8 points	9-10 points	Points Awarded
<b>PURPOSE</b> Goal/Question to be answered. Does seeker go beyond summary of info to make an argument/prove point/draw conclusion? Does seeker put existing historical info into new (or new to them) context for SCA/historical context?	Goal of work is hard to determine, unclear, and/or confusing. Historical and cultural context is of the work is unclear.	Goals are stated but presented inconsistently. Historical perspective simplistic and summary.	Goals begin to make/prove a point, draw conclusions, and give relevant context for SCA/historical study.	Goals are sophisticated and complex. An attempt is made at a compelling argument or point. Useful information and context is given for SCA/historical application.	Goals are ambitious and point to new information/conclusions; or, put information into a novel context for SCA/historical relevance.	/10
<b>INVESTIGATION</b> Is work supported by appropriate examples and data to form a body of evidence? Is support and methodology sound and connective. Are gaps or shortfalls in research/methodology/data acknowledged and future exploration identified, or has the researcher indicated that they are satisfied and do not intend to dig further?	Evidence is lacking or dubious. Research is flawed. No avenues of future exploration are outlined.	Evidence is reliable, but not presented coherently. Arguments, research, and/or methodology have flaws that are acknowledged but not addressed. Idea about further investigation hinted at.	Data, examples, and facts pull together a coherent body of evidence, supporting the goal. Gaps and shortfalls are addressed and potential impacts are noted. Further investigation somewhat discussed.	Data, examples, and facts create a solid body of evidence and logically support the conclusions of the work. Gaps and shortfalls are few, acknowledged, and explained. Conjectures are supported with evidence and logic. Ideas for future research outlined.	Project creates a solid and logical body of evidence, fully supporting the goals and conclusions of the research. Strong plan for future exploration of topic.	/10
Category	0-2 points	3-4 points	5-6 points	7-8 points	9-10 points	Points Awarded

<p><b>PRESENTATION</b></p> <p>Information is well organized, with logical flow, clear transitions, and precise language. Format illustrates concepts well and makes ideas easy to understand. Is the presentation appropriate to the intended format -- e.g., a paper, a science fair display, a diorama, a teaching/curriculum?</p>	<p>Presentation medium does not fit material/project. Organization lacking. Topics unclear.</p>	<p>Medium of presentation is appropriate, but not used to good effect. Language and presentating flaws hinder presentation of project.</p>	<p>Presentation medium used well. Information is organized and clear. Any gaps do not distract from presentation.</p>	<p>Paper is clearly laid out and formatted accessibly. Display is attractive and engaging, clearly displayed, and satisfying to the audience.</p>	<p>Presentation is superior and clear, even for a complex idea. Content is compelling and clearly articulated with no confusion.</p>	/10	
<p><b>Complexity/Challenge</b></p> <p>How ambitious was the project? How difficult was it to produce? Was the artisan challenging themselves? How much technical ability is needed to accomplish the task.</p>	<p>Project is simple and repeats information that is already common knowledge.</p>	<p>Project is moderately complex, but uses common knowledge and techniques. Attempt has been made to improve the researcher's knowledge and understanding, but suppositions are still safe.</p>	<p>A serious attempt is made to provide new information; or, known information in an engaging and accessible way; or, to gain a new audience.</p>	<p>Project shows artisan made an independent attempt to engage both beginner and expert in a rewarding way.</p>	<p>The project was ambitious and required expertise, intending to add new information to the greater body of knowledge, or address a new or neglected topic in an informative and foundational way.</p>	/10	
<p><b>Documentation/Sources</b></p> <p>Has the artisan provided primary/secondary/tertiary sources? Do they show they understand their source material? Is the subject from a culture/era difficult to document with traditional written histories?</p>	<p>None provided, or only very broadly or vaguely.</p>	<p>Item aims for a specific time and place. Artisan is working from or relying completely on research done by someone else (e. g., an A&amp;S class, online tutorial)</p>	<p>Artisan has added their own research to known work, compared different resources, etc.</p>	<p>Artisan shows they have done personal research, evaluated sources on their own, and provided strong bibliography and/or resources.</p>	<p>Artisan has done exemplary or original research and/or experimentation, with academic notations, citations, and footnotes.</p>	/10	
<p><b>Judge's Discretion</b></p>						<b>Score Given</b>	
<p>Does the entrant have access to University or Museum resources, or an opportunity to handle or view in person, an extant item, others may not? Did the entrant have the opportunity of being able to grow something entirely from scratch? Does entrant give credit to another artisan for teaching/mentoring/direction provided? Did entrant illustrate they learned something new during the process of completing their entry. Is the artisan an expert or very experienced with the artform presented? Entries may bridge categories. JUDGES ARE ENCOURAGED TO USE DISCRETION AND FLEXIBILITY. ... as a judge/evaluator, do you give more or less points for the above? Are you expecting all research to be an academic thesis defense?</p>						/5	
<p><b>Notes</b></p> <hr/> <hr/> <hr/> <hr/>						Total Points	
						Multiplier	x 2
						Total Score	