Entrant:	
Entry Title:	
Branch:	Date:
Judge:	Judge's Email:

Instructions for the Judges:
*For each question, use a highlighter to mark any terms that apply to the entry/entrant.
*Then, circle the box in each row that indicates the point value you wish to assign for that question.
*Please do NOT use half points. They will be rounded down.
*Consult the Rubric Glossary if you have any questions on terms, definitions, and/or process.

Presentation and Display:

1. Oral Presentation: How well did the entrant communicate their knowledge?

	1	2	3	4	5
No oral presentation.	The entrant communicated essential knowledge of their topic.	The entrant communicated either breadth **or** depth of knowledge of the topic.	The entrant communicated both breadth **and** depth of knowledge of the topic.	The entrant clearly communicated both breadth **and** depth of knowledge and made connections to their sources.	The entrant clearly communicated both breadth **and** depth of knowledge and conveyed their own interpretations with backing from their sources.

2. Questions: During the question-and-answer session how well did the entrant elaborate on their knowledge?

	1	2	3	4	5
No questions were answered.	The entrant was able to answer limited questions, but largely only with information already given in presentation and documentation.	The entrant was able to answer questions, and provided a couple of answers that elaborated on their oral presentation.	The entrant was comfortable answering questions and was able to provide additional information.	The entrant was comfortable answering questions and their responses showcased an extensive understanding of the topic.	The entrant's answers to questions demonstrated extraordinary fluency with their topic.

3. Display: How well did the display enhance the presentation and the audiences' understanding of the subject?

	1	2	3	4	5
No display provided.	Display was present, but little to no information about the topic was conveyed.	Display connected the topic with the oral presentation.	Display connected the topic with the oral presentation and enhanced the oral presentation.	Display enhanced the presentation and the audiences' understanding of the topic.	Display thoroughly enhanced the presentation and the audiences' understanding of the topic.

Historical Accuracy/Authenticity: Describes how period accurate/authentic the written composition (stories, plays, poetry, musical compositions, period manuals etc.) is. The logical and reasonable substitution of modern items or methods will be taken into consideration when there are issues of safety, prohibitive cost, or unavailability.

4. How well does the written composition reflect the **appropriate time period**?

	1	2	3	4	5
No attempt made.	Written composition is based in history, but does not relate to the entry's time period.	Written composition is roughly an equal blend of modern and historical and is moving towards being authentic.	Written composition may have slightly modern elements but is largely historical in execution.	Written composition is historically accurate in execution to all but the most rigorous of inspections.	Written composition would be perfectly at home in a historical context **or** indistinguishable from a period example.

5. To what extent was the **written composition technique** (such as compositional structures, leitmotifs, themes, scoring etc.) appropriate to the time period (and/or deviations from historical technique explained)?

	1	2	3	4	5
Only modern technique used with no explanation.	**A few** techniques used were historical or were reasonable substitutions.	**Some** techniques used were historical or were reasonable substitutions.	**Many** techniques used were historical or were reasonable substitutions.	**Most** techniques used were historical or were reasonable substitutions.	**All** the techniques used were historical or were reasonable substitutions.

6. To what extent were **period aesthetics** addressed or displayed during the written composition? Were period aesthetics discussed (relevant to the culture, language, appropriate time period)?

	1	2	3	4	5
No attempt made.	**A few** of the aesthetics demonstrated in the written composition were period appropriate.	**Some** of the aesthetics demonstrated in the written composition were period appropriate.	**Many** of the aesthetics demonstrated in the written composition were period appropriate.	**Most** of the aesthetics demonstrated in the written composition were period appropriate.	**All** the aesthetics demonstrated in the written composition were period appropriate**.**

7. How well does the written composition adhere to the written **forms and structures** common to the entry's specified time period **or** to similar historical pieces of the entry's time period? (Consider how the following items were written historically: language, meter, clef, notation, sentence structure, etc.)

	1	2	3	4	5
No attempt made.	The entry demonstrated mastery of the forms and structures in a **few** areas of the piece.	The entry demonstrated mastery of the forms and structures in **some** areas of the piece.	The entry demonstrated mastery of the forms and structures in **many** areas of the piece.	The entry demonstrated mastery of the forms and structures in **most** areas of the piece.	The entry demonstrated mastery of the forms and structures in **all** areas of the piece.

Technical Ability and Complexity: Technical ability is the level of competency of the period appropriate skill set necessary to create the entry. Complexity is the level of difficulty it took to draft the compsition in the historical time period and create/recreate the composition modernly, and how much time and effort went into preparing the entry.

8. Technical Ability: Does the entrant understand and execute **techniques** appropriate to the historical culture and time period of the written composition? What is the entrant's technical ability and how well are they executing the historical technique(s).

	1	2	3	4	5
Entry did not use appropriate historical techniques for the time and place of the entry.	Entry demonstrates **basic** technical ability appropriate to the culture and time period of the entry.	Entry demonstrates **emerging** technical ability appropriate to the culture and time period of the entry.	Entry demonstrates **proficient** technical ability appropriate to the culture and time period of the entry.	Entry demonstrates **advanced** technical ability appropriate to the culture and time period of the entry.	Entry demonstrates **distinguished** technical ability and execution appropriate to the culture and time period of the entry.

9. Complexity (Difficulty): What level of **complexity** does the written composition represent within its genre/time/place? How <u>difficult</u> is it to create the entry? (Focuses on skill level).

	1	2	3	4	5
The written composition is not appropriate for the genre/ time/place.	Only one historical technique with **minimal** learning was required to execute the written composition.	The written composition could be executed with **emerging** skill levels in the historical time/place.	The written composition could be executed with **proficient** skill levels in the historical time/place.	The written composition could only be executed with **advanced** skill levels in the historical time/place.	The written composition could only be executed with **masterful** skill levels in the historical time/place.

10. Complexity (Learning): How challenging was it to <u>learn</u> the **historical-based techniques** in this written composition? How challenging was the technique to learn and how many **historical-based techniques** were used creating the written composition? (Focuses on level of knowledge).

	1	2	3	4	5
The written composition is not appropriate for the genre/ time/place.	Only one historical technique with **minimal** learning is required to execute the written composition.	One historical technique requiring **emerging** level knowledge **or** multiple techniques requiring **minimal** learning to execute the written composition.	One historical technique requiring **proficient** level knowledge **or** multiple techniques requiring **minimal to emerging** learning to execute the written composition.	One historical technique requiring **advanced** level knowledge **or** multiple techniques requiring **emergent to proficient** learning to execute the written composition.	One historical technique requiring **masterful** level knowledge **or** multiple techniques requiring **proficient to advanced** learning to execute the written composition.

Documentation: Documentation is the information for your entry that helps judges place your entry within the SCA time period, support the choices you made based on your research, and share what you learned through the process.

***Sources can include, but are not limited to peer reviewed articles, primary sources, oral histories/knowledge keepers interviews, books, published journal articles, websites, documentaries, paintings, and physical objects.**

11. Organization: Is the documentation well-organized and easy to follow? (Does the entrant cite sources and are those sources referenced clearly in the body of the documentation)?

	1	2	3	4	5
No documentation provided.	Documentation present at any level.	Documentation present and includes information from at least one source. (See examples in the documentation description).	Documentation has clear sections and more than one source. Sources are cited and a list of those sources is provided.	Documentation is organized and understandable, with consistent citation and a works cited or bibliography.	Documentation is well organized and clearly understandable, with sources consistently cited, including in text citation and/or footnotes, and bibliography. Format should be consistent throughout the documentation.

12. Research: Does the documentation include multiple sources?

	1	2	3	4	5
No documentation provided.	Documentation does not contain a clear connection to provided sources or no sources were provided.	Documentation shows some connection to sources provided.	Documentation includes references to robust sources.	Documentation includes references to primary, secondary, and tertiary sources and provides some analysis of sources.	Documentation includes references to primary, secondary, and tertiary sources and provides solid analysis of sources and connection to entry.

13. Connection between documentation and entry: Is there a clear link between the research presented in the documentation and the entry being evaluated?

	1	2	3	4	5
No documentation provided.	Documentation does not contain a clear connection to the entry.	Documentation shows some connection between entry and research presented.	Documentation shows reasonable connection between entry and research presented.	Documentation is effectively used to support the entry.	All aspects of the finished entry are clearly and thoroughly supported by the documentation.

Score Total:

☐ If this entry stands out to you and/or the entrant performed exceptionally, check here you like to recommend them to the crown for Kingdom Championship. Please retrieve and complete the KAS Champion Recommendation form from the Judge's room and turn it in with your judging forms.

Note: Only the written feedback form will be provided to the entrants, the KAS Champion Recommendation form and raw total scores will not be provided.