

Kingdom of Æthelmearc Arts and Sciences

Evaluation Rubric (extended) - Research Paper

Entry:	Total Score: /120
Date:	
Judge Name:	Judge Email:

Instructions for judges:

- For each topic (row), use a pen/pencil to circle the most appropriate statement (indicated by bullet points) that apply to the author.
- Determine the average value of the circled statements for each topic to indicate the point value you wish to assign for that topic.
- Enter your choice in the far right column. Please do not use half points. They will be rounded down.

Feedback for entrants:

- Apprentice level (Sycamore equivalent): consistently scoring in the 2-3 columns (up to 50 points)
- Journeyman level (Fleur equivalent): consistently scoring in the 3-4 columns (50-80 points)
- Master level (Laurel equivalent): consistently scoring in the 5 column (80-110 points)

Points:	1	2	3	4	5	6	SCORE
<p>Investigation: Work is evaluated on how it meets its goals. Information is supported with appropriate examples and data to form a body of evidence. How complex and original is the presented information, and how effective is the supporting information and methodology used? The argumentation and research methodology should be sound, highlighting connections in evidence, and conjectures are fully supported. Any gaps or shortfalls in research or methodology are acknowledged and areas of future exploration are identified.</p>							
1. What is the degree of original research presented by the paper.	• The paper is merely a rephrasing of research, which others have already completed.	• The paper is mostly a rephrasing of others, which some new analysis pulled from their research.	• The paper is a meta analysis of many research papers to determine new analysis of the existing research.	• The paper uses some firsthand knowledge, but also incorporates some rephrasing of the work of others	• The paper is an actual, first hand investigation into a subject upon which little or nothing is known.	• The paper is an actual, first hand investigation into a subject upon which little or nothing is known and adds original sources to current scholarship.	

Points:	1	2	3	4	5	6	SCORE
2. How complex is the topic and/or the availability of relevant sources on the topic (access to ILL, obscure topics, foreign language barriers)	<ul style="list-style-type: none"> Paper is simple AND covers easy to research topic. 	<ul style="list-style-type: none"> Paper shows some complexity OR is an easy to research topic. 	<ul style="list-style-type: none"> Paper shows some complexity within its field or deals with an unusual or slightly difficult topic or barrier. 	<ul style="list-style-type: none"> Paper shows a moderate level of complexity within its field or deals with moderately difficult research topic or barrier. 	<ul style="list-style-type: none"> Paper shows a high level of complexity within its field and/or deals with moderately difficult research topic or barrier. 	<ul style="list-style-type: none"> Paper shows a high level of complexity within its field, overcoming difficult barriers and adding original sources to current scholarship. 	
3. How well does the available evidence and presented arguments support the research?	<ul style="list-style-type: none"> Evidence is lacking or dubious. Arguments or research methodology are flawed, without attempt to address these issues. 	<ul style="list-style-type: none"> Evidence is reliable but lacks coherence. The arguments or methodology is somewhat flawed, with minor discussion. 	<ul style="list-style-type: none"> Evidence is reliable, and an attempt is made to connect ideas from multiple sources. Arguments and methodology have few flaws, that are discussed, but might still affect the research. 	<ul style="list-style-type: none"> Data, examples and facts begin to build a coherent body of evidence which the arguments or methodology connects together to support the goals. Shortfalls are discussed, conjectures are supported with at least one piece of solid evidence. 	<ul style="list-style-type: none"> Data, examples and other facts create a solid body of evidence, connected by a solid chain of logic to support the goals. Shortfalls are few and acknowledged, and conjectures supported with evidence and logic. 	<ul style="list-style-type: none"> Ample data, examples and other facts create a robust body of evidence. Arguments or methodology are flawless and support the goals and conclusions. Conjectures are supported with abundance of solid evidence and excellent logic. 	
4. How well does the paper demonstrate knowledge of related subjects so as to place the topic in context?	<ul style="list-style-type: none"> Paper demonstrates minimal knowledge of related subjects. 	<ul style="list-style-type: none"> Paper demonstrates some knowledge of a few related subjects. 	<ul style="list-style-type: none"> Paper demonstrates knowledge of some important related subjects. 	<ul style="list-style-type: none"> Paper demonstrates a high degree of knowledge of related subjects. 	<ul style="list-style-type: none"> Paper demonstrates an excellent, broad scope of knowledge of related subjects. 	<ul style="list-style-type: none"> Paper shows extraordinary, detailed knowledge of multiple related subjects. 	

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5. Are areas for future exploration identified?	<ul style="list-style-type: none"> No avenues for further exploration are outlined. 	<ul style="list-style-type: none"> An idea about possible path for further investigation is hinted at. 	<ul style="list-style-type: none"> An idea for further investigation is made and somewhat discussed. 	<ul style="list-style-type: none"> Several suggestions for further research avenues are made and discussed, or one idea is discussed in some depth. 	<ul style="list-style-type: none"> Several suggestions for further avenues of research are discussed in some depth. 	<ul style="list-style-type: none"> Multiple avenues for further exploration are outlined and discussed in significant depth. 	
<p>Research: Work is evaluated on the sophistications of its goals and research questions. The researcher seeks to go beyond summarizing information to make an argument, prove a point or draw a conclusion of historic or cultural significance. The researcher may also seek to put existing historical information into new contexts of relevance to SCA practices or persona development.</p>							
6. How well does the author articulate the goals of the paper?	<ul style="list-style-type: none"> The goals of the paper are hard to determine or unclear and confusing. 	<ul style="list-style-type: none"> The goals of the paper are stated, but inconsistently present, and may appear to change midstream. 	<ul style="list-style-type: none"> The goals are consistent but simplistic and focus on information summary / review. 	<ul style="list-style-type: none"> Goals go beyond summary to begin to make arguments, prove a point, draw conclusions. 	<ul style="list-style-type: none"> Goals are sophisticated and complex. Focus is on making a compelling point, drawing complex conclusions. 	<ul style="list-style-type: none"> Goals are ambitious and focus on the desire to create new information, develop new conclusions. 	
7. How well does the paper place the topic in the context of its time and place? If the paper covers artistic or construction techniques, does it address the artistic or technological developments which led to these techniques?	<ul style="list-style-type: none"> The paper gives minimal historical / cultural context. Significance of the information is hard to determine or unclear and confusing. 	<ul style="list-style-type: none"> The paper attempts to place the topic in historical / cultural context, but might be inconsistent in places. 	<ul style="list-style-type: none"> The paper briefly places the topic in historical / cultural context. 	<ul style="list-style-type: none"> The paper does a good job at placing the topic in historical / cultural context. 	<ul style="list-style-type: none"> The paper clearly places the topic in historical / cultural context in an understandable way and in some detail. 	<ul style="list-style-type: none"> The full significance and value of the information created is strongly articulated and thoroughly supported. 	

Points:	1	2	3	4	5	6	SCORE
8. To what degree were the points presented in the paper supported by appropriate and relevant sources?	• A few points in the paper are supported by appropriate / relevant sources.	• Some points in the paper are supported by appropriate / relevant sources.	• Many points in the paper are supported by appropriate / relevant sources.	• A majority of points presented in the paper are well-supported by appropriate/ relevant sources.	• Every point presented in the paper is well-supported by appropriate/ relevant sources.	• Sources were particularly difficult to find or exceptional in some way, and/or adds original research.	
9. How complex and/or technical is the research and how appropriately is it addressed within the paper?	If there were any complex and/or technical descriptions, they were not presented in a clear manner.	Complex and/or technical descriptions were presented in a somewhat clear manner; the paper was either too broad or too narrow to properly address the topic.	Complex and/or technical descriptions were presented in a fairly clear manner; the paper was either a little too broad or too narrow to properly address the topic.	Complex and/or technical descriptions were presented in a clear manner; the paper was a little too broad or too narrow to properly address the topic.	Complex and/or technical descriptions were presented in a very clear manner; the paper was neither too broad or too narrow to properly address the topic.	Complex and/or technical descriptions were presented in a very clear and easy to follow manner; the paper was neither too broad or too narrow to properly address the topic.	
10. Does the research conform to current consensus?	Author might be unaware their research disagrees with current scholarship.	Author might not be aware of the current consensus on the topic even though their research agrees with current scholarship.	Author is aware of the current consensus or controversy on the topic.	Author either intentionally supports the current consensus, discusses controversy OR intentionally challenges as part of the basis of the paper.	Author either intentionally supports and explains the current consensus, and/or current controversy OR intentionally challenges current consensus providing strong reasoning.	Discussion of consensus or controversy is exceptional in some way, and/or adds original research if deviating from the current consensus.	

Points:	1	2	3	4	5	6	SCORE
<p>Sources: Work is evaluated on the use of evidence from many different sources. The type of sources should be appropriate for the investigation being undertaken and of good quality and variety. The researcher should be able to explain their choices and discuss the significance of their sources.</p>							
11. How period appropriate (pre-1600) is the topic of the paper?	<ul style="list-style-type: none"> The topic of the paper is somewhat pre-1650 appropriate. 	<ul style="list-style-type: none"> The topic of the paper is mostly pre-1650 appropriate. 	<ul style="list-style-type: none"> The topic of the paper is mostly pre-1600 appropriate. 	<ul style="list-style-type: none"> The topic of the paper is predominantly pre-1600 appropriate. 	<ul style="list-style-type: none"> The topic of the paper is perfectly pre-1600 appropriate. 	<ul style="list-style-type: none"> The historical value of the paper's topic is exceptional or very difficult to research. 	
12. To what degree were quality sources used in the paper?	<ul style="list-style-type: none"> Sources used are nearly exclusively indirect or encyclopedic, and some could be out of date. 	<ul style="list-style-type: none"> Sources are a mix of indirect and scholarly, including direct (primary) and/or analytical (secondary) sources. 	<ul style="list-style-type: none"> Sources are mostly direct (primary) and/or analytical (secondary) and mostly fit the topic of research. Quality of sources is generally good. 	<ul style="list-style-type: none"> Sources are mostly direct (primary) and/or analytical (secondary) and fit the topic of research. Sources are appropriate for the project. 	<ul style="list-style-type: none"> An appropriate mix of direct (primary) and/or analytical (secondary) sources are used that fit the topic of research. Sources are appropriate for the project. 	<ul style="list-style-type: none"> An exhaustive variety of direct (primary) and/or analytical (secondary) sources are used. The use of each type of source is exemplary for the topic of research. 	
13. How well does the paper demonstrate the author is familiar with key sources and/or scholarship relevant to the topic? Did the author make a critical assessment of the authority and significance of the sources; did they "pad" their bibliography?	<ul style="list-style-type: none"> It is unclear if author is familiar with relevant scholarship in this topic. 	<ul style="list-style-type: none"> The quality of the sources seem inadequate or limited for the topic of research. There is no critical discussion on the authority and significance of the sources. 	<ul style="list-style-type: none"> The quality of sources is variable; some may not be the most authoritative or appropriate. There is limited critical discussion on the authority and significance of the sources. 	<ul style="list-style-type: none"> The quality of sources is fair. There is limited critical discussion on the authority and significance of the sources. 	<ul style="list-style-type: none"> The quality of sources is good and the sources are clearly authoritative for this topic. There is critical discussion on any source limitations. 	<ul style="list-style-type: none"> The quality is very good, and may include unique sources or original research. The significance and authority of the sources has been well established, and the limitations used or available have been discussed in detail. 	

Points:	1	2	3	4	5	6	SCORE
Quality of technique: The paper should be written in a clear and articulate manner, with a logical format, effective layout and a clear and consistent citation system.							
15. How well is the paper formatted, with a good layout of text and pictures?	<ul style="list-style-type: none"> • Formatting distracts or detracts from the content. 	<ul style="list-style-type: none"> • A few parts of the paper are reasonably formatted. 	<ul style="list-style-type: none"> • Formatting does not inhibit understanding the paper. 	<ul style="list-style-type: none"> • Overall well formatted, balance of text and images. 	<ul style="list-style-type: none"> • Formatting shows significant care and thought and enhances understanding of the project. 	<ul style="list-style-type: none"> • Formatting shows significant care and thought and enhances understanding of the project on a professional caliber. 	
16. Does the paper make use of complete sentences, proper grammar, and correct spelling?	<ul style="list-style-type: none"> • An attempt at correct English conventions. • Errors in spelling or grammar might make the text difficult to read. 	<ul style="list-style-type: none"> • Some parts of the paper make use of correct English conventions, but is otherwise understandable. 	<ul style="list-style-type: none"> • Most of the paper uses correct English conventions. 	<ul style="list-style-type: none"> • Nearly all of the paper uses correct English conventions. 	<ul style="list-style-type: none"> • Paper shows a good grasp of standard English conventions. 	<ul style="list-style-type: none"> • Paper shows an excellent grasp of standard English conventions. 	
16. Is the citation style clear and consistent throughout the paper? Can readers find out where the information presented came from, and is there enough presented here for them to find it on their own?	<ul style="list-style-type: none"> • Paper has poor citation. • Paper lacks a bibliography or works cited. 	<ul style="list-style-type: none"> • Paper cites most sources but the citation style might be unclear. • A limited bibliography or works cited is present. 	<ul style="list-style-type: none"> • Paper cites all sources and attempts to use a consistent citation style. • A bibliography or works cited is present, might include hyperlinks. 	<ul style="list-style-type: none"> • Paper cites all sources and uses a consistent citation style. • The bibliography or works cited is complete, includes hyperlinks and illustration sources. 	<ul style="list-style-type: none"> • All citations are clear and follow any standard academic format. • The bibliography or works cited is complete, annotated where useful; includes hyperlinks and illustration sources. 	<ul style="list-style-type: none"> • In this particular topic, the paper demonstrates professional caliber writing. 	

Points:	1	2	3	4	5	6	SCORE
Quality of writing: The information should be logically organized. The authr should clarify and elaborate the main topic or theory and establish it in context of other related topics or theories.							
18. To what degree is the paper organized and written in a coherent and articulate manner? Does its logic contradict itself and require many logical jumps? What is the first impression?	<ul style="list-style-type: none"> • Paper is unclear, minimal attempt at coherence / articulation of ideas. • First impression does not engage; first paragraph does not capture the readers' interest. 	<ul style="list-style-type: none"> • Paper is hard to read and understand. Some parts are coherent and articulate. • First impression is not very engaging or the first paragraph does not capture the readers' interest. 	<ul style="list-style-type: none"> • Paper is fairly easy to read, and mostly coherent and articulate. • First impression is slightly engaging or interesting. 	<ul style="list-style-type: none"> • Paper is easy to read; nearly all of the paper is coherent and articulate. • First impression is mostly engaging and first paragraph captures the readers' interest. • Appendices are supplied where appropriate. 	<ul style="list-style-type: none"> • Clearly written and articulate; with a great first impression - making the reader want to read more. • Appendices are supplied where appropriate. 	<ul style="list-style-type: none"> • Very clearly written and highly articulate; with a great first impression - making the reader want to read more. • Appendices are supplied where appropriate. 	
19. How well does the author elaborate and clarify the main topic or thesis while establishing it within the context of other closely related topics?	<ul style="list-style-type: none"> • The author slightly clarifies the main topic. • The author attempts to establish it within a broader context. 	<ul style="list-style-type: none"> • The author clarifies or elaborates on the main topic in some way. • The author discusses at least one related topic. 	<ul style="list-style-type: none"> • The author elaborates on some aspects of the main topic. • The author discusses some related topics. 	<ul style="list-style-type: none"> • The author provides some significant detail about the main topic. • The author discusses the most important related topics. 	<ul style="list-style-type: none"> • The author provides good detail about the main topic. • The author discusses multiple related topics. 	<ul style="list-style-type: none"> • The author provides extensive detail about the main topic. • The author extensively discusses multiple related topics. 	

Points:	1	2	3	4	5	6	SCORE
20. Is the paper complete? Does the paper go to an appropriate depth for the project?	<ul style="list-style-type: none"> Minimally complete, little exploration of the topic or something significant missing. The paper is a difficult to read and understand due to unexplained or untranslated language / quotes. 	<ul style="list-style-type: none"> Somewhat complete, and any omitted information is relatively minor. The paper is somewhat easy to read and understand with some terms explained or some translations. 	<ul style="list-style-type: none"> Many aspects of the topic have been explored and communicated, no omissions. The paper is mostly easy to read and understand with some terms explained and some translations. 	<ul style="list-style-type: none"> Mostly complete; most aspects of the topic have been explored and communicated. The paper is easy to read and understand with terms explained and some translations. 	<ul style="list-style-type: none"> Paper is complete, exploring and communicating all aspects of the project. The paper is easy to read and understand, and shows an excellent grasp of discipline-specific language and clear translations. 	<ul style="list-style-type: none"> Paper is fully complete, exploring and communicating all aspects of the project. In this particular topic, the paper demonstrates professional caliber writing. 	

Comments: