

Lochac A&S Competition - Feedback and Scoring Form

Entrant Name: _____ Competition Season: _____

Category: _____ Theme: _____

(categories are: beginner, intermediate, experienced, group)

(One of the three competitions themes set for this competition season)

Entry judged by:	Name	Contact details
1.		
2.		
3.		

Instructions:
 This sheet should be completed for each item entered in an A&S competition.
 Once complete, record the scores on the judging report and provide this sheet to the entrant.

Category	Average Score	Score – Judge 1	Score – Judge 2	Score – Judge 3	Comments
Workmanship					
Authenticity					

Category	Average Score	Score – Judge 1	Score – Judge 2	Score – Judge 3	Comments
Creativity/ Plausibility					
Complexity					
Documentation					

Judging Criteria – what was considered in scoring this entry

Category	0	1-2	3-4	5-6	7-8	9-10
Workmanship		obvious major flaws or failure at attempted technique	obvious flaws, problems with attempted technique	some flaws, developing level of technical skill	very minor flaws, good level of technical skill and attention to detail	no discernable flaws, high level of technical skill and attention to detail and finish
Authenticity	no attempt at authenticity	minimal attempt at authenticity, very obviously non-period materials, techniques or design elements	some attempt at authenticity, effort made to include some period materials, techniques or design elements	moderate attempt at authenticity, effort made to include and combine period materials, techniques and/or design elements	strong attempt at authenticity, majority of materials, techniques and design elements are authentic	uses authentic materials, techniques and equipment in producing an entry that as a whole is highly authentic
Creativity		entry is commonplace, exclusively duplicates common design elements	entry makes minor alterations to commonplace item or design elements	combines and/or substantially alters commonplace design elements; entry is less common in the SCA	combines and/or alters design elements in original manner, entry is unusual or to some degree individualised	creator combines materials and design elements in an original manner to give an impression of original artistic style, effort made to conform to event theme or to produce item for a specific person or purpose
Complexity		requires simple, singular process to produce the entry	uses a couple of stages or different techniques in the creation of the entry	multiple stages or techniques are used to produce the entry, requires competence	requires mastery of the technique, a number of stages and techniques are used in creating the entry	very ambitious project, combines a number of different, and difficult, techniques and stages in creating the entry
Documentation	no documentation	identifies period and place relevant to the entry	places the entry in its historical context, describes some basis for creation of the entry	uses some sources to begin discussion of the item and its creation	uses a range of sources, both secondary and primary, to discuss the item in terms of its context and the evidence behind the creation of the entry	a scholarly level of analysis and discussion, using primary and secondary sources, with a detailed discussion and sustained argument providing the basis for the creation of the entry

Entrant categories:

Beginner: someone with 0-3 years experience of the skill they are demonstrating

Intermediate: someone with 3-5 years experience of the skill they are demonstrating

Experienced: someone with more than 5 years of experience

Group entry: an entry by more than one person, of any experience level.

If this is your first time Judging please read:

Feedback is vital to any A&S competition, and may well be the most important part of the process, as people enter competitions can only improve their skills or know what was successful if they are told.

Some of the reasons people may enter an A&S competition:

- Help improve their practice
- Help improve their documentation
- Motivate themselves into trying something new
- Motivate themselves into finishing a project
- See if they can challenge themselves in their chosen field of study
- Would like to see how they do against their peers
- Would like recognition for their hard work
- Share their knowledge

Knowing what has motivated someone to do something is always helpful and it helps you arrange your words and thoughts when trying to be constructive.

How to give feedback and what to expect:

Giving good feedback is a skill that can easily be learnt. Being blunt or unkind is possibly not the best way to approach the situation and might scare people off from future entries - or even future projects!

Feedback help:

- Helpful, constructive commentary is good, blunt and harsh is not.
- Sandwich feedback - something good, then negative (helpful), then good again
- Use PNI - something positive, something negative (in a helpful way) and something interesting
- If you say something is good/not so good - say why – people need to know the reasons for your comments
- Using 'because' and 'this was' to link up your reasons.
- Keeping it brief / bullet pointing can be helpful
- Use descriptors when talking about why you like something or why something wasn't successful.
- Try not to give positive feedback followed by 'but' then negative (it negates what came before).
- Using words like 'not successful (in this way)' or 'could have improved (the overall look)' are gentle ways of giving constructive commentary.
- Direct people to further resources or people to talk to.