

Kingdom of Avacal Arts & Sciences Championship Research Paper Judging Form

/90

Judge's Name: _____ Entry Name: _____ Entrant's Name: _____

Display & Presentation

| <i>Question</i> | <i>1</i> | <i>2</i> | <i>3</i> | <i>4</i> | <i>5</i> | <i>Points</i> |
|------------------------|---|---|---|--|--|---------------|
| Engaging and Enhancing | Display consists of the final project result, in the form of display or poster, and a copy of the documentation | Display adds little to the project | Display adds to the project | Display adds some engaging content or presents the core of the project in an interesting manner | Display is engaging and enhances project | /5 |
| First Impression | First impression of the paper is that it is not engaging or interesting and that the first paragraph makes you want to not keep reading | First impression of the paper is that it is not very engaging or interesting or that the first paragraph makes you want to not keep reading | First impression of the paper is that it is slightly engaging or interesting | First impression of the paper is that it is mostly engaging and interesting or that the first paragraph makes you want to keep reading | First impression of the paper is that it is engaging and interesting, the first paragraph makes you want to keep reading | /5 |
| Communication | Presenter poorly communicates the details of their project | Presenter communicates the details of their project, but there is some misunderstanding | Presenter communicates the details of their project in a mostly clear and understandable manner | Presenter communicates the details of their project in a clear and understandable manner, and some of their knowledge beyond the project | Presenter communicates breadth and depth of knowledge as well as details of their project in a clear and understandable manner | /5 |
| Answering Questions | Presenter is able to answer very few questions; shows little understanding of the topic | Presenter is able to answer some of the questions posed | Presenter is able to answer questions posed but with little information beyond the documentation provided | Presenter is able to answer questions posed with some elaboration beyond the documentation provided | Presenter is able to answer questions posed and elaborate beyond the documentation provided | /5 |
| Additional Points | A maximum of two additional points for displays and presentations which are enlightening, engaging, and enhance the project beyond what is expected | | | | | /2 |
| | | | | | | /20 |

Notes (may also use back side of page):

| Technical Ability | | | | | | |
|---|--|--|--|--|--|---------------|
| Question | 1 | 2 | 3 | 4 | 5 | Points |
| Mechanics | Paper's errors in spelling, grammar, or formatting make it difficult to read | Paper has many errors in spelling, grammar, or formatting, but the paper is understandable | Paper has a few errors in spelling, grammar, or formatting | Paper has one or two errors in spelling, grammar, or formatting | Paper is mechanically perfect with no errors in spelling, grammar, or formatting | /5 |
| Thesis & Topic Focus | Paper lacks a Thesis statement or the paper's focus is unclear | Paper has a weak thesis statement, but the focus of the paper is apparent | A thesis statement is present and it is the focus of the paper | An easily understandable thesis statement is present and is the focus of the paper and the paper is mostly focused | Paper has a strong thesis statement which focuses the paper and the paper doesn't lose focus | /5 |
| Organization, Cohesiveness, & style conventions | Paper has poor organization or structure | Paper has some organization and structure | Paper has clear organization and structure and is mostly cohesive | Paper mostly adheres to the style conventions and structures for this paper style, is well organized and mostly cohesive | Paper is well organized, feels cohesive, the premises are easy to follow, and the paper adheres well to the style conventions and structures for this paper style | /5 |
| Citation System & Bibliography | Paper has poor citation or lacks a bibliography or works cited | Paper cites most sources but the method may be unclear, a bibliography or works cited is present | Paper cites all sources in a manner that allows the reader to determine what has been cited | Paper utilizes a standard citation system with few errors in citation including the bibliography/works cited | Paper utilizes a standard citation system to great effect with no errors in citation including the bibliography/works cited | /5 |
| Clarity, Readability, & writing style | Paper is unclear and hard to read or understand, its logic is frequently contradictory and requires many logical jumps | Paper is a bit hard to read and understand, and has some contradictory logic or requires several logical jumps on the part of the reader | Paper is fairly easy to read and understand, it doesn't include contradictory logic but requires a few logical jumps on the part of the reader | Paper is mostly clear and is mostly easy to read and understand, it doesn't include contradictory logic or require logical jumps on the part of the reader | Paper is clear and has a writing style that makes it easy to read and understand, doesn't include contradictory logic or require logical jumps on the part of the reader | /5 |
| Additional Points | A maximum of one additional point for papers that display an exceptional skill in writing beyond what is expected | | | | | /1 |
| | | | | | | /25 |

Notes (may also use back side of page):

| Research & Sources | | | | | | |
|-------------------------------|---|---|--|--|--|---------------|
| Question | 1 | 2 | 3 | 4 | 5 | Points |
| Sources | Paper uses only tertiary sources | Paper uses only secondary or tertiary sources and some sources are out of date | Paper uses fair primary, secondary, or tertiary sources for this topic, some sources may be out of date | Paper uses good primary or secondary sources for this topic and shows some familiarity with current scholarship | Presenter is very familiar with current scholarship on this topic and utilizes good sources including key primary sources for this topic | /5 |
| Historic Context | Paper includes poor or mostly incorrect historical context for the topic | Paper includes little historical context for the topic or some of it is incorrect | Paper includes brief overview of historical context for the topic | Paper briefly explains the historical context for the topic with some breadth and depth | Paper explains the historical context of the topic in detail including breadth and depth | /5 |
| Use of Sources | Sources are present but do not support the paper's premises | Sources are occasionally used to support the paper's premises | Sources are used in a manner that supports the paper's premises | Sources are used in a manner that supports the paper's premises and key sources are introduced | Key sources are introduced and examined and the reasoning for their use is easily understandable | /5 |
| Complexity | Paper is simple and covers an easy to research topic | Paper shows little complexity or covers an easy to research topic | Paper shows some complexity within its field or deals with an unusual or slightly difficult research topic | Paper shows a moderate level of complexity within its field or deals with a moderately difficult research topic | Paper shows a high level of complexity within its field and/or deals with challenging research topics | /5 |
| External Validity | Paper disagrees with current scholarship, but without awareness of what the current consensus on the topic is | Paper is unaware of what the current consensus on the topic is but agrees with it | It is clear that the paper is aware of the current consensus on the topic | Paper intentionally supports the current consensus, has clear reasons as to why it challenges it, or utilizes it as part of the basis of the paper | Paper explains any contradictions to current consensus thoroughly and provides strong reasoning for them, or utilizes the current consensus in its explanations. | /5 |
| Additional Points | A maximum of two additional points for papers that use hard to find or access sources beyond what is expected | | | | | /2 |
| | | | | | | /25 |

Notes (may also use back side of page):

| Analysis & Evidence | | | | | | |
|-----------------------------------|--|---|---|---|---|---------------|
| Question | 1 | 2 | 3 | 4 | 5 | Points |
| Proving Thesis | Thesis is unsupported by evidence | Thesis is poorly supported by evidence | Thesis is supported by evidence | Thesis is well supported by evidence | Evidence is used to add to, support, and prove the stated thesis | /5 |
| Integration of Knowledge | A poor attempt is made at integrating some of research, sources, or insights | Research, sources, and insights are attempted to be linked or integrated but it is not fully successful | Research, sources, and insights are linked and integrated together in the paper | Research, sources, and insights are linked in such a way that the reader can learn something new | Sources and presenter's insights are integrated so it deepens the reader's understanding of the topic or explores the topic in a new way | /5 |
| Examination of Concepts | Sources are briefly discussed but are not examined, no insights are added by presenter | Concepts introduced from sources and insights are present and discussed briefly | Concepts introduced from sources and insights are discussed well | Concepts introduced from sources and insights are examined | Concepts introduced from sources and presenter's insights are examined in depth | /5 |
| Contribution to readers knowledge | The amount of incorrect information means that the paper leads readers astray | Paper neither contributes to nor detracts from a readers knowledge base | Paper is a survey of current research | Paper is more than a survey of current research, which may include exploring a unique viewpoint, introducing a new idea, or is a useful review of the topic | Paper explores a unique viewpoint or introduces new ideas beyond prior research, or is a complete and useful review of the state of the current research in the field | /5 |
| Additional Points | A maximum of two additional points for a paper that is exemplary or would not be out of place published in a journal | | | | | /2 |
| | | | | | | /20 |

| Additional Points | | |
|--------------------------|---|-----|
| Additional Points | A maximum of three additional points for a paper that is a new, innovative, or unique take on the subject matter or focuses an uncommon topic | |
| | | /3 |
| | | /90 |

Notes (may also use back side of page):