

Instructions for Scoring Creative Arts Presentations

Be sure to arrive early and introduce yourself to the session moderator before the start of the session. Your session moderator may also be a judge but is also responsible for starting the sessions, the timing of the presentations, and moderating the question and answer sessions.

Judge Code: You have been assigned a **4 digit (1000-1999)** identification code. Please add this code on the [online scoring system](#) where it says “Judge ID”. You will also need to enter your first name where it says “Judge Name”. If you do not remember your number, ask the moderator in the session to locate it.

Abstract Number: Every student presentation is assigned a **3 digit (100-999)** abstract number. Please record the abstract number on the online scoring system where it says “Student Abstract #”. These numbers identify the specific presentation so it is important that it is recorded so each presentation is properly scored. This number can also be found in the S3 program and will be on the student’s badge.

Please use the QR code below to access the [online scoring form](#)



Scoring:

- Students will be given 10 minutes for their presentation and 5 minutes to respond to questions (15 minutes total). Presentations are judged on a 5-point scale. Please read the descriptors in each of the categories ahead of time.
- You have received an email with the link to the online scoring system. **Please have this ready to use for scoring prior to getting to your session(s).** (If you do not have a smartphone, tablet, or laptop you can bring to use during the session, please contact us at s3@sdsu.edu as soon as possible. There will be a few laptops available to enter scoring in the judges’ green room.
- Select a score (1 through 5) for each of the seven categories. Select the button next to the number score you wish to record. It is extremely important that your evaluations are fair, consistent, and that standards/expectations are appropriate for the academic level (i.e., undergraduate, master’s, doctoral). Be very discriminating with awarding a 5. This score should be reserved for only truly exceptional presentations.
- Please remember to provide some qualitative comments that reflect BOTH positive attributes of their research/presentation and suggestions for improvement or future directions of their research. Mentors will be able to share these comments with students and we want this experience to be an opportunity for reflection and growth. Your comments will be anonymous and not identifiable.
- Once you have made your selections for each category, click the submit button at the bottom of the page. Note: All fields must be filled out or selected in order to submit. There will be an error message if all fields/scores are not completed. If this is the case, review the form, supply the missing information and submit. After a slight delay you will get a message that your score has been submitted with the “Submit another response.”
- You will then select “Submit another response” to continue onto the next presenter in the session.

Implicit Bias: We are all influenced by implicit bias, or the stereotypes that unconsciously affect our decisions. When judging, our implicit biases negatively impact students who are traditionally marginalized and disenfranchised. Before writing comments or making a decision, please take a moment to reflect on any biases that may impact your decision making process.

Conflicts of Interest: Please note, faculty members cannot judge and score their mentee’s presentation(s). This presents a conflict of interest and scores from faculty mentors will not be included in the final scoring summary from the other judges.

Scoring Categories: Standards and expectations for the seven categories are described below:

Organization refers to the quality and completeness of information presented. Moreover, the performance should be well timed and well-paced and make use of the entire time allotment.

Originality refers to the creativity or innovative idea of the project, design or approach. The project should be original and imaginative and display independent and/or creative thought. The design/approach should expand on established ideas or introduce new ideas.

Significance refers to the importance or worth of the project. This category addresses the question of whether it was a worthwhile project to conduct and would make a meaningful contribution to the discipline. For the creative artist, significance is realized through a meaningful relationship of a particular work.

Methodology refers to the process in which an artistic work is created. The description of how presenters have used tools, training, and/or techniques to create their work should be evaluated. For a performance/visual arts presentation, the approach should demonstrate artistry in a thought provoking way.

Technical Skill of the Artist refers to the style of the presenter and the quality of the presentation and performance. Technical skills should be apparent, and the presentation and performance were well crafted with few errors.

Clarity refers to the clearness of the presentation. The subject matter was presented in a manner that is understood by the reader, listener or observer.

Interaction with the Audience refers to the presenter's effectiveness in communicating the answers to questions posed by audience members. The reasoning used for the answer was clear, concise and understood. Interest and enthusiasm were displayed during the presentation and performance. Voice, mannerisms and body language were appropriate.

Judge Questions:

Please consider asking some of the following questions of students:

- Please say more about your approach. Why did you choose the techniques you did? What ideas or examples informed your work?
- What are some of the ways your work advances your discipline?
- How might your work be used for the greater good or highlight social issues?
- What inspired your interest in this topic?
- What did you find challenging about the performance/preparation process? How did you overcome that challenge?
- What, if anything, do you plan to do next with this work?

Please also help keep the session Q & A balanced. If you notice that the other questions are primarily about one aspect of the performance/visual arts process or about only one presenter's work, please consider asking a question on another topic or of another presenter. Additionally, please consider the student's academic level (e.g., undergraduate, masters, doctoral) in the context of your scoring.