

## Golden Awl Grading Rubric

### Construction (Score:1-20 Points)

Choose the most appropriate category and rank within the scoring range

How was the item laid out and cut? Was it an existing pattern or did the team use a home made pattern? What kind of tools and techniques is the team using to construct the item?

Is care being given for the final look of the item in cutting and sewing?

	<b>Novice</b>	<b>Advanced</b>	<b>Master</b>
1-5	Construction is basic and lacks a depth on leatherworking knowledge. Cuts are uneven.	Basic tools were used properly, stitches are consistent.	Detail was paid to how the finished project will function. More than passing care was given.
6-10	Basic tools were used properly, stitches are consistent. Cuts are clean.	Detail was paid to how the finished project will function. More than passing care was given.	Item looks and feels sturdy as though it will hold up through many uses. Exemplary technique for the skill level.
11-15	Detail was paid to how the finished project will function. More than passing care was given.	Item looks and feels sturdy as though it will hold up through many uses. Exemplary technique for the skill level.	Item resembles an historic piece and is a great replication. Stitches are consistent, cuts are clean, seams and even.
16-20	Item looks and feels sturdy as though it will hold up through many uses. Exemplary technique for the skill level.	Item resembles an historic piece and is a great replication. Stitches are consistent, cuts are clean, seams and even.	Museum level replication with no visible issues with construction.

### Finish (1-15 pts)

Choose the most appropriate category and rank within the scoring range

What kind of dye or finish was used? Is it even and well applied? Is the finish appropriate for the item/time period?

	<b>Novice</b>	<b>Advanced</b>	<b>Master</b>
1-5	No attempt to finish the edging. Stitching looks uneven. No attempt to seal the leather. Dye is splotchy.	Edges are slicked but gaps appear in joints, no finish. Dye is acceptable but could be better.	Edges are sealed and the dye is consistent. Any paint work is clean.
6-10	Edges are slicked but gaps appear in joints, no finish. Dye is acceptable but could be better.	Edges are sealed and the dye is consistent. Any paint work is clean.	Dye is complete over the piece. Edges are sealed and properly finished for the project. No unintentional nicks or blemishes appear on the project.
11-15	Edges are clean and the dye is consistent.	Dye is complete over the piece. Edges are sealed and properly finished for the project. No unintentional nicks or blemishes appear on the project.	Laurel level finish, complete edges. Thought was given to different areas for color and detail. All paint is pristine.

## Completeness (1-15 pts)

Choose the most appropriate category and rank within the scoring range.

The completeness of the item does not stand on the merit of the item being done, finished, entirely sewn, or in any other way “ready to hand to the final recipient as a gift”. For example, an item could get full points even with parts of the item pinned rather than sewn on and the edges incomplete.

Is the item complete enough to give a good idea of how it would appear when it is finished?

What details were added to the item that were more as an afterthought, rather than being part of the original plan?

For example, the team thought they’d finish early so they added stamping or additional color.

	<b>Novice</b>	<b>Advanced</b>	<b>Master</b>
1-5	The team accomplished some of what they set out to do. Less than half of the main elements or finished elements of this project have been completed and have not been sewn on.	The team accomplished some of what they set out to do. Less than half of the main elements or finished elements of this project have been completed and have not been sewn on.	The team accomplished some of what they set out to do. Less than half of the main elements or finished elements of this project have been completed and have not been sewn on.
6-10	The team accomplished most of what they set out to do. The item could use more elements to give it a complete aesthetic. The item looks complete.	The team accomplished most of what they set out to do. The item could use more elements to give it a complete aesthetic. The item looks complete.	The team accomplished most of what they set out to do. The item could use more elements to give it a complete aesthetic. The item looks complete.
11-15	The team accomplished almost all of what they set out to do. The item looks complete with nothing lacking. Main elements are assembled and embellishments are complete.	The team accomplished almost all of what they set out to do. The item looks complete with nothing lacking. Main elements are assembled and embellishments are complete.	The team accomplished almost all of what they set out to do. The item looks complete with nothing lacking. Main elements are assembled and embellishments are complete.

## Proof and Vindication (1-20 pts)

Only valid for those competing for historical accuracy. Scores will be weighted for overall finish. Choose the most appropriate category and rank within the scoring range.

Although judges do not require complete documentation (other than for the Master-level participants), they appreciate seeing pictures, drawings, or research materials that inspired the team’s choices. Due to the time constraints of the competition, documentation should ideally be 4-10 pages, including pictures. Additional information should be available as appendices and supporting documentation.

How did the team or the model justify the materials, design, and construction of the outfit?

Was the justification appropriate for the team’s knowledge level and access to the research materials for that culture?

	<b>Novice</b>	<b>Advanced</b>	<b>Master</b>
1-5	Minimal information consisting of time, place and style	Use of minimal tertiary sources consisting of time, place, style and some illustrations unknown references	Good use of general sources; emphasis on tertiary sources with one or two secondary sources (ex: use of encyclopedia articles with additional use of a book or article that refers to a period source.). Materials and methods of construction used in the entry are described.
6-10	Use of minimal tertiary sources consisting of time, place, style and some illustrations unknown references	Good use of general sources; emphasis on tertiary sources with one or two secondary sources (ex: use of encyclopedia articles with additional use of a book or article that refers to a period source.). Materials and methods of construction used in the entry are described.	Some discussion with an emphasis on secondary sources with one or two tertiary sources. Materials and methods of construction used in the entry are described.
11-15	Good use of general sources; emphasis on tertiary sources with one or two secondary sources (ex: use of encyclopedia articles with additional use of a book or article that refers to a period source.). Materials and methods of construction used in the entry are described.	Some discussion with an emphasis on secondary sources with one or two tertiary sources. Materials and methods of construction used in the entry are described.	A developed discussion making use of critical references; sources are largely secondary (ex: sources refer to period references; documentation discusses, compares, and contrasts the source's views). Materials and methods of construction used are described and the reasons for the choices made are discussed.
16-20	Some discussion with an emphasis on secondary sources with one or two tertiary sources. Materials and methods of construction used in the entry are described.	A developed discussion making use of critical references; sources are largely secondary (ex: sources refer to period references; documentation discusses, compares, and contrasts the source's views). Materials and methods of construction used are described and the reasons for the choices made are discussed.	An explanation of original research/experiment and relation of source material to it. Primary sources (if available) and scholarly secondary sources are emphasized (ex: sources used are from the appropriate period for the entry, such as period manuscripts, paintings or artifacts). All points in the criteria are discussed briefly and clearly, with relation to this entry. Appendices are clearly marked to show what aspect of the entry they are intended to illustrate.

### Judge's WOW Factor (Score: 0-20 points)

Rank the entry as a whole. How well do all the separately judged parts fit together? The entry's overall effect is judged in this section. You may use this to express your enthusiasm over any aspect of the project that may have impressed you. This is the only section of the Criteria where the judge may allow her/his personality, private opinions and personal preferences to influence scoring.

