

MARY BALDWIN COLLEGE
CAPSTONE FESTIVAL
2009

GUIDELINES FOR READINGS AND PERFORMANCES

Congratulations on your selection to give a reading or performance at the Capstone Festival on Thursday, May 14, 2009! Here are some guidelines to help you prepare a high quality presentation. We have also included an example of the form that the judges will use when evaluating the presentations (the exact form may vary slightly).

LOCATION AND SET-UP

Performances will be given in Francis Auditorium and/or other locations. You will be assigned to a session with other presenters from a variety of disciplines. Your assigned location will be available beginning at 9:00 a.m. for you to review the set-up and/or test equipment. All practicing must be completed by 1:00 p.m. You should arrive at your assigned location no later than ten minutes before the scheduled start of your session. At the session break, check in with your room host. Please plan to remain in the room for your entire session unless you have made prior arrangements with the room host and moderator.

A student moderator will introduce each performer in the order printed in the program. You will have 20 minutes to introduce your work, perform, and answer questions from the judges and other audience members.

A team of three judges will evaluate performances. The judging team will include people who are not knowledgeable about your particular performance field, and you will be evaluated on how well you are able to make the significance of your performance understandable to this type of educated non-specialist audience.

AWARDS

A number of special awards will be made at the concluding Celebration, but you should remember that it is also a significant achievement to be nominated for and participate in the Festival.

HELP SESSIONS

An optional workshop is available to help you prepare. Please read these guidelines completely before you attend. Advance registration is not required.

General Information Session. Lydia Petersson, Tuesday, March 24, 2009 from 12:15-1:15 p.m. in Miller Chapel and Wednesday, March 25, 2009 from 4:00-5:00 p.m. in Miller Chapel. You are invited to attend either session.

SUGGESTIONS

KEEP WITHIN THE ALLOTTED TIME. Remember to provide time for a brief introduction so that audience members and judges are appropriately prepared to listen and watch. In addition, provide time for any follow-up questions.

DELIVERY. Follow the performance conventions of your discipline, but be aware that not everyone will equally understand those conventions. Try to relax and enjoy presenting your work!

If you have additional questions, consult further with your advisor and/or nominating faculty member about the conventions for presentations in your discipline, remembering that you also need to anticipate that your audience may not be familiar with these conventions. Plan to attend the training session. If you have additional questions, feel free to contact Lydia Petersson (lpeterss@mbc.edu).

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JUDGES' EVALUATION FORM

Presenter's name: _____

Judges have the option of using numerical ratings or ranking holistically.

Criterion	Does not meet → Meets highly				
1. Creativity	1	2	3	4	5
2. Challenge	1	2	3	4	5
3. Execution	1	2	3	4	5
4. Communication	1	2	3	4	5

ADDITIONAL COMMENTS:

Description of Evaluation Criteria

1. Creativity

- a. The premise or research question is original and/or posed creatively.
- b. The project made me think about the material in new ways.
- c. The approach and execution seemed fresh and original.

2. Challenge

- The material was selected, composed, or approached at an impressive level for at this stage of scholarly or artistic development.
- The project engaged the field beyond the apprentice level.

3. Execution

- The presenter appears to have been rigorous in searching for answers and approaches, working within an appropriate set of disciplinary and/or instructional constraints.
- The project's goals, methodologies, and conclusions are intellectually coherent.
- The artistic approach was well conceived and executed.
- Visual materials are attractive, well executed, and accurate.

4. Communication

- The presenter made the project understandable to a non-specialist, making appropriate adaptations in language without sacrificing content.
- The presenter was able to make the shift from student to expert.
- The presenter used the allotted time effectively, providing an appropriate balance of introduction, explication, conclusion, and audience response time.
- The presenter answered questions clearly and concisely. Appropriate recognition was given to related areas of interest and concern raised by questions.
- The performer or artist was able to orient the non-specialist listener/viewer and highlight the significance of the work.