



# Judges' Orientation

KentuckyHistoricalSociety

❑ ***Thank you!***

❑ You are helping more than 1000 students across the state!





# History Day: The Basics

**Theme:**

***Rights and Responsibilities in History***

## **Two Age Divisions\***

- Junior (6<sup>th</sup>-8<sup>th</sup> grades)
- Senior (9<sup>th</sup>-12<sup>th</sup> grades)
- \* Youth (4<sup>th</sup>-5<sup>th</sup> grades).

Does not compete at national level.

## **Five Categories**

- Paper (Junior/Senior only)
- Website
- Performance (Junior/Senior only)
- Exhibit
- Documentary



# Logistics

- Your schedule
- Lunch
- Restroom locations
- Where and how to find help
- What to do when you are finished judging entries (see me)
- What to do if you are on a run-off team or judging entries in a category with a run-off later in the day.



# What's in your folder

- Master schedule for your room
- Evaluation sheets for your projects
- Questions to ask students
- Evaluation form guidelines
- Rank forms for your projects



# Expectations of YOU

- If you are using a phone as a timekeeping device, please announce this to the audience. Otherwise, please turn off your cell phones.
- Please be conscious of your personal bias toward particular topics.
- If you have doubts about how students created an entry, ask and believe them if they can explain it.
- Do not ask personal questions and do not treat every entry and every student exactly the same.
- Please alert the coordinator **NOW** if you have a conflict of interest with any student on your schedule.



# Evaluating Entries: The Interview



# The Introduction

- ❑ Call in each individual/group at their scheduled time.
- ❑ Start with a smile and a handshake.
- ❑ Let the students know what the process is, put them at ease.
- ❑ Ask for their process paper and annotated bibliography.
- ❑ Performance and Documentary judges should encourage students to begin setting up.





# Read through the research

- ❑ **Skim** their process paper and annotated bibliography.
- ❑ Note any questions you may have about their sources or process.
- ❑ Retain a copy for after the interview to help with your decision.



# View the Presentation

- ❑ Performance, Documentary, and Website rooms are open to the public.
- ❑ Exhibit Judges: spend equal time with each project and read the text.
- ❑ Performance and Documentary judges: Allow students to begin.
- ❑ Take notes.



# What Information Should the Student (s) Tell You?

- **Do not** ask the student (s) to do a 10 minute presentation of their research.
- Thesis, Analysis, Interpretation, and Conclusion should be **visible** within their project. You should only have to ask them clarifying questions about their research, not try to figure out what their argument is.
- If it's in their head, but not on their project then they have not followed the rules of History Day.



# Ask Questions

- ❑ Ask a **minimum** of 3 questions:
  - ❑ How did you choose your topic?
  - ❑ Which source was most useful?
  - ❑ What is the most interesting thing you learned?
  - ❑ What was the most challenging part of your project/research?
  
- ❑ **End with:**
  - ❑ Is there anything you would like to tell us that we haven't asked?
  
- ❑ Do **NOT**:
  - ❑ Provide feedback (this is for your comment sheet).
  - ❑ **Lecture them about their topic.**



# Evaluating Entries: The Score Sheets



# Student Entries

- ❑ Student work must adequately explain their topic's relationship to the theme and its **significance in history**.
- ❑ You will evaluate entries using relative terms:
  - ❑ “Superior”
  - ❑ “Excellent”
  - ❑ “Good”
  - ❑ “Needs improvement”





# Judging Criteria: Historical Quality (60%)

- ❑ Does the thesis connect to the annual theme?
- ❑ Is their research supported with evidence?
- ❑ Statement of impact?
- ❑ Are students giving their topic too much credit?

JUDGING CRITERIA <i>(Judging criteria are explained in the Student Contest Guide)</i>	EVALUATION		
	SUPERIOR	EXCELLENT	GOOD

## COMMENTS

- STRENGTHS
- AREAS FOR IMPROVEMENT

Historical Quality (60%)							
• Entry is historically accurate							
• Shows analysis and interpretation							
• Places topic in historical context							
• Shows wide research							
• Uses <b>available</b> primary sources							
• Research is balanced							



# Judging Criteria: Clarity of Presentation (20%)

- **Do not be swayed by glitz** – the message is most important.
- Is the final project clearly organized?
- Does it have a concise beginning, middle, and end?

JUDGING CRITERIA (Judging criteria are explained in the <i>Student Contest Guide</i> )	EVALUATION				
	SUPERIOR	EXCELLENT	GOOD		
<b>Clarity of Presentation (20%)</b>					
• Paper, written material is original, clear, appropriate, organized, well-presented					
• Text is clear, grammatical, and spelled correctly; entry is neatly prepared					

## COMMENTS

- STRENGTHS
- AREAS FOR IMPROVEMENT



# Judging Criteria: Relation to Theme (20%)

JUDGING CRITERIA (Judging criteria are explained in the <i>Student Contest Guide</i> )	EVALUATION					
	SUPERIOR		EXCELLENT		GOOD	
<b>Relation to Theme (20%)</b>						
• Clearly relates topic to theme						
• Demonstrates <b>significance of topic in history</b> and draws conclusions						

## COMMENTS

- STRENGTHS
- AREAS FOR IMPROVEMENT

What are the rights and responsibilities of your topic and how it did it impact its place and time?

How did it impact people, place, events, after?

# Evaluating Entries: The Comment Section



# The Comment Section

- ❑ You are evaluating the work of young students. Expect quality, **but do not hold them to graduate student standards.**
  
- ❑ **Your comments should reflect why you scored a student the way you did.**
  - ❑ **For example: If you marked “needs improvement” in any area, you should explain why and offer suggestions for improving.**
  
- ❑ **Your comments should:**
  - ❑ **Provide** positive, critical evaluation of their work.
  - ❑ **Suggest** improvements for future contests or other projects.
  - ❑ **Support and encourage** future research and and interest.



# Comment Suggestions...

## What to put in that blank column

### COMMENTS

- Strengths
- Areas for improvement
  - “You may want to...”
  - “Did you consider...”
  - “Other issues important to this topic are...”
  - “...would strengthen your bibliography”
  - “...might help support your...”

# Comments: Examples

## Judge 1

Strengths	Weaknesses
<p>Great title!            You give us some great contexts at the onset.            Great use of New York Times.            Using historians also served you well.            Very striking visuals!            Video especially is so well integrated into the discussion—likewise the historian interviews.            Nice Bond reference at the end!</p>	<p>It moves at an awfully fast pace. Is it possible to slow it down a bit? The reason for the corpse is easy to miss.            How does this fit into the diversionary tactics in WWII? Do they collectively tell us anything about Hitler's intelligence networks? Similarly, what were the stakes at this point of the war beyond Hitler?</p>

## Judge 2

Strengths	Weaknesses
<p>Great use of the New York Times archives.            Wonderful maps and animations. They add a visual level of understanding.            The documentary category really showed your mastery of technology and highlighted the historical file footage. <u>Wonderful animations of maps!</u> Well done!            Well integrated into WWII events that gave the viewer context.            Nice research—good depth.            Thanks for sharing your passion for the macabre. I truly hope you keep researching and presenting topics you love. I want to see more!</p>	<p>Be aware of sound in the intro; it could be counted as time since the rules say “first sound/image”.            Would any other newspapers add to your research? Using caption on historical photos can help the viewer better understand the topic.            It must have been hard to balance the stories and sometimes the war overtook the “body”.</p>



# Evaluating Entries: Things to Remember



# Tips



- ❑ **Be consistent.**
- ❑ **Stick to the schedule as much as possible.**
- ❑ **Do not** share comments verbally or tell the students who the winners are.
- ❑ **Do not** give students their score sheets.

# Evaluating Entries: Rules Compliance





# The Basics

## ❑ Exhibits

- ❑ 500 **student composed** word limit.
- ❑ 6' tall, 40" wide, 30" deep.

## ❑ Documentaries

- ❑ 10 minutes in length, including credits.

## ❑ Performances

- ❑ 10 minutes in length

## ❑ Papers

- ❑ 1500-2500 words

## ❑ Websites

- ❑ No more than 1200 visible, **student composed** words.



# Rules

- ❑ Remember to **discuss your evaluations** with one another.
- ❑ Rules should be **considered** but **not** determine final ranking. Minor infractions **do not** disqualify a project and should not determine the final ranking.
  - ❑ i.e. A performance going over the time limit by 5 or 10 seconds is not a big deal. But, exceeding the limit by 15 seconds or more, will give the student significant advantage and is a major infraction.
- ❑ **Minor** infractions should be noted on evaluation sheets so that they may be corrected before the entry moves on to the next level.



# The Process Paper

- ❑ Must be provided in the Performance, Documentary, Exhibit and Web Site categories.
- ❑ This is a description of how the students created and researched their topic and how it relates to the theme.
- ❑ **NOT a research paper about the topic.**
- ❑ **You will not have long to review process papers:**



# Annotated Bibliography

## ❑ The Rules:

- ❑ Primary and Secondary sources are separated.
- ❑ Make sure they have all the citation information:
  - ❑ date of publication, author, title, repository (if needed)

## ❑ Annotations that explain:

- ❑ How the source was used.
- ❑ How the source helped in student understanding.



# Annotated Bibliography

- ❑ Primary sources: created during, or a product of, the time being researched. Examples include:
  - ❑ Witnesses
  - ❑ Diaries
  - ❑ Letters
  - ❑ Documents
  - ❑ Newspaper articles
  - ❑ Artifacts
  - ❑ Photographs
- ❑ Secondary: created through research that include the author's own analysis and interpretation.
  - ❑ History textbooks
  - ❑ Encyclopedias
  - ❑ (Most) Biographies



# Performances

- ❑ Must be original.
- ❑ Performers should display stage presence, including clear & audible voices.
- ❑ Costumes should be appropriate for the topic and not confuse or overpower the performance.
- ❑ **Take into consideration nerves, forgotten lines, and audience applause or laughter when timing the performance.**
- ❑ One judge on the team should be the timekeeper.



# Documentaries

- ❑ Should be a documentary, something you might see on PBS. ***It should not simply be a performance on videotape.***
- ❑ Students must have operated all the equipment to create their documentary.
- ❑ The room will be dark – **please stay awake!**
- ❑ One judge on the team should be the timekeeper.



# Papers & Web Sites

- ❑ Papers and web sites have been read and reviewed ahead of time.
- ❑ Now is the time to interview students about their work.
  - ❑ You are asking questions to clarify their project, make sure they did the work, and give them a time to show off their hard work.





# After the Interview

- ❑ Return to the judge's room to discuss.
- ❑ Do not discuss your results where teachers, students, or parents can hear your opinions.
- ❑ Allow each judge to voice their opinion.
- ❑ Everyone should feel good about the final decision.



# The Results



- ❑ Make sure you've made all the comments you need to.
- ❑ Determine the strongest projects.
- ❑ Complete the provided results form.
- ❑ Submit form and judging sheets to History Day Staff.
- ❑ **If Necessary:** A second round of judging will combine your results with other top projects from your category to determine who advances.

# Basic Do's and Don't's: Or, Yeah, That Happened

- Do not invent your own rules. Refer to the rulebook if you have questions.
- Do not make a student (s) cry.
- Do not ask the student (s) to do a 10 minute presentation of their research.



**THANK YOU!!!**

KentuckyHistoricalSociety

