

# JUDGE ORIENTATION

National History  
Day in Colorado



University of Colorado **Denver**

**National History  
Day in Colorado**

*A pre-collegiate social studies  
and literacy program*

# YOUR JUDGING ASSIGNMENT

- Division
  - Junior Division = Grades 6-8 (middle school)
  - Senior Division = Grades 9-12 (high school)
- Individual/Group
  - Groups have 2-5 students
  - Not all members of the group need be present
- Category
  - Website
  - Exhibit
  - Performance
  - Documentary
  - Paper (Individual Only)

# THE SCHEDULE BY CATEGORY

- PERFORMANCE

- 20 minutes per entry
  - 5 minutes setup, 10 minutes performance, 5 minutes interview and tear down

- DOCUMENTARY

- 20 minutes per entry
  - 5 minutes setup, 10 minutes documentary, 5 minutes interview and tear down

- PAPER

- 10 minutes for interview

- WEBSITE

- 10 minutes for interview
- You DO NOT project website during interview

- EXHIBIT

- 1 hour to view exhibits as a team
  - No one but judges allowed in exhibit hall
- 10 minutes for interview

# THE SCHEDULE

- Stick to the posted schedule!
  - Friends, parents and teachers want to watch Documentaries, Performances, Webs
  - Documentaries, Performances and Websites can have an audience
  - No audience for interviews in Papers and Exhibits
- You are in charge of the time
  - Be sure to go to the door to call the student(s) into the judging room
  - Exhibits: Students will be waiting in a designated area



YOUR GOAL:  
TO RANK THE ENTRIES FROM  
STRONGEST TO WEAKEST

HISTORICAL QUALITY - 80%					
	SUPERIOR	EXCELLENT	GOOD	FAIR	NOT EVIDENT
<b>HISTORICAL ARGUMENT</b>	<input type="checkbox"/> Well-formulated historical argument supported by thorough analysis <input type="checkbox"/> Annual theme woven throughout the project	<input type="checkbox"/> Historical argument supported by some analysis <input type="checkbox"/> Annual theme addressed in the project	<input type="checkbox"/> Basic historical argument supported by basic analysis <input type="checkbox"/> Annual theme mentioned in the project	<input type="checkbox"/> Weak historical argument with little or no analysis <input type="checkbox"/> Annual theme connection is unclear	
<b>WIDE RESEARCH</b>	<input type="checkbox"/> Integrates body of credible research into a fully developed historical argument	<input type="checkbox"/> Provides a body of detailed and credible information	<input type="checkbox"/> Provides a body of credible information	<input type="checkbox"/> Provides a body of mostly credible information	
<b>PRIMARY SOURCES</b>	<input type="checkbox"/> Primary sources develop the historical argument	<input type="checkbox"/> Primary sources support the historical argument	<input type="checkbox"/> Primary sources illustrate the historical argument	<input type="checkbox"/> Primary sources are present, but do not connect to the historical argument	
<b>HISTORICAL CONTEXT</b>	<input type="checkbox"/> Analyzes the short-term and long-term causes of the historical event(s)	<input type="checkbox"/> Identifies the short-term and long-term causes of the historical event(s)	<input type="checkbox"/> Explains the causes of the historical event(s)	<input type="checkbox"/> Identifies key people, events, and ideas leading to the historical event(s)	
<b>MULTIPLE PERSPECTIVES</b>	<input type="checkbox"/> Integrates multiple perspectives throughout the historical argument	<input type="checkbox"/> Demonstrates how multiple perspectives shape the topic	<input type="checkbox"/> Includes more than one perspective	<input type="checkbox"/> Provides only one perspective	
<b>HISTORICAL ACCURACY</b>	<input type="checkbox"/> Historical information is accurate	<input type="checkbox"/> Historical information includes only minor errors	<input type="checkbox"/> Historical information includes several errors that impede understanding	<input type="checkbox"/> Historical information includes major errors that impede understanding	
<b>SIGNIFICANCE IN HISTORY</b>	<input type="checkbox"/> Draws an evidence-based conclusion about the topic's significance in history <input type="checkbox"/> Analyzes the short-term and long-term impact	<input type="checkbox"/> Draws a reasoned conclusion about the topic's significance in history <input type="checkbox"/> Explains the short-term and long-term impact	<input type="checkbox"/> Draws a conclusion about the topic's significance in history <input type="checkbox"/> Explains the short-term OR long-term impact	<input type="checkbox"/> Attempts to draw a conclusion about the topic's significance in history <input type="checkbox"/> Attempts to explain the short-term OR long-term impact	
<b>STUDENT VOICE</b>	<input type="checkbox"/> Student ideas, analysis, argument, and conclusions are original and persuasive	<input type="checkbox"/> Student ideas are distinct from research	<input type="checkbox"/> Student ideas reflect research	<input type="checkbox"/> Student ideas are difficult to discern from research	

**STRENGTHS & AREAS FOR IMPROVEMENT**

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OVER

CLARITY OF PRESENTATION - 20%					
	SUPERIOR	EXCELLENT	GOOD	FAIR	NOT EVIDENT
<b>AUDIO AND VISUALS</b>	<input type="checkbox"/> Presents audio that enhances topic and is clear and easy to understand <input type="checkbox"/> Provides visual sources that enhance topic	<input type="checkbox"/> Presents audio that is appropriate to topic and easy to understand <input type="checkbox"/> Provides visual sources that are appropriate to topic	<input type="checkbox"/> Presents audio that is somewhat appropriate to topic and can usually be followed <input type="checkbox"/> Provides visual sources that are somewhat appropriate to topic	<input type="checkbox"/> Presents audio that is not appropriate to topic or is hard to follow <input type="checkbox"/> Provides visual sources that are not appropriate to topic	
<b>TECHNICAL</b>	<input type="checkbox"/> Provides articulate narration that does not contain grammatical or mechanical errors <input type="checkbox"/> Provides visuals that are clearly focused <input type="checkbox"/> Volume of audio components is even	<input type="checkbox"/> Provides narration that contains minor grammatical or mechanical errors <input type="checkbox"/> Provides visuals that are mostly clearly focused <input type="checkbox"/> Volume of audio components is mostly even	<input type="checkbox"/> Provides narration that contains several grammatical or mechanical errors <input type="checkbox"/> Provides visuals with some blurriness <input type="checkbox"/> Volume of audio components is uneven at times	<input type="checkbox"/> Provides narration that contains major grammatical or mechanical errors that impede understanding <input type="checkbox"/> Provides visuals with significant blurriness <input type="checkbox"/> Volume of audio components is mostly uneven	

- Time is  $\leq$  ten minutes.  Yes  No  
 Entry is student-produced.  Yes  No  
 Entry includes source credits at the end.  Yes  No  
 Process Paper is submitted.  Yes  No  
 Annotated Bibliography is submitted.  Yes  No  
 Process Paper word count is listed on the Title Page.  Yes  No

**GENERAL COMMENTS**

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OVER



WHAT ARE YOU  
LOOKING FOR?

HISTORICAL QUALITY - 80%					
	SUPERIOR	EXCELLENT	GOOD	FAIR	NOT EVIDENT
<b>HISTORICAL ARGUMENT</b>	<input type="checkbox"/> Well-formulated historical argument supported by thorough analysis <input type="checkbox"/> Annual theme woven throughout the project	<input type="checkbox"/> Historical argument supported by some analysis <input type="checkbox"/> Annual theme addressed in the project	<input type="checkbox"/> Basic historical argument supported by basic analysis <input type="checkbox"/> Annual theme mentioned in the project	<input type="checkbox"/> Weak historical argument with little or no analysis <input type="checkbox"/> Annual theme connection is unclear	
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<b>MULTIPLE PERSPECTIVES</b>	<input type="checkbox"/> Integrates multiple perspectives throughout the historical argument	<input type="checkbox"/> Demonstrates how multiple perspectives shape the topic	<input type="checkbox"/> Includes more than one perspective	<input type="checkbox"/> Provides only one perspective	
<b>HISTORICAL ACCURACY</b>	<input type="checkbox"/> Historical information is accurate	<input type="checkbox"/> Historical information includes only minor errors	<input type="checkbox"/> Historical information includes several errors that impede understanding	<input type="checkbox"/> Historical information includes major errors that impede understanding	
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80%:  
HISTORICAL  
QUALITY



# 80%: HISTORICAL QUALITY

- Includes connection to theme
  - 2023 Theme: Frontiers in History
  - Must directly address theme words
- Project should be in the student's own voice

**CLARITY OF PRESENTATION - 20%**

	<b>SUPERIOR</b>	<b>EXCELLENT</b>	<b>GOOD</b>	<b>FAIR</b>	<b>NOT EVIDENT</b>
<b>AUDIO AND VISUALS</b>	<input type="checkbox"/> Presents audio that enhances topic and is clear and easy to understand <input type="checkbox"/> Provides visual sources that enhance topic	<input type="checkbox"/> Presents audio that is appropriate to topic and easy to understand <input type="checkbox"/> Provides visual sources that are appropriate to topic	<input type="checkbox"/> Presents audio that is somewhat appropriate to topic and can usually be followed <input type="checkbox"/> Provides visual sources that are somewhat appropriate to topic	<input type="checkbox"/> Presents audio that is not appropriate to topic or is hard to follow <input type="checkbox"/> Provides visual sources that are not appropriate to topic	
<b>TECHNICAL</b>	<input type="checkbox"/> Provides articulate narration that does not contain grammatical or mechanical errors <input type="checkbox"/> Provides visuals that are clearly focused <input type="checkbox"/> Volume of audio components is even	<input type="checkbox"/> Provides narration that contains minor grammatical or mechanical errors <input type="checkbox"/> Provides visuals that are mostly clearly focused <input type="checkbox"/> Volume of audio components is mostly even	<input type="checkbox"/> Provides narration that contains several grammatical or mechanical errors <input type="checkbox"/> Provides visuals with some blurriness <input type="checkbox"/> Volume of audio components is uneven at times	<input type="checkbox"/> Provides narration that contains major grammatical or mechanical errors that impede understanding <input type="checkbox"/> Provides visuals with significant blurriness <input type="checkbox"/> Volume of audio components is mostly uneven	

20%:  
CLARITY OF  
PRESENTATION

## DOCUMENTARY

- Time is ≤ ten minutes.  Yes  No
- Entry is student-produced.  Yes  No
- Entry includes source credits at the end.  Yes  No
- Process Paper is submitted.  Yes  No
- Annotated Bibliography is submitted.  Yes  No
- Process Paper word count is listed on the Title Page.  Yes  No

## EXHIBIT

- Exhibit is ≤ 40" wide x 72" tall x 30" deep or 30" in diameter or diagonal.  Yes  No
- Exhibit contains no more than 500 student-composed words.  Yes  No
- Visuals and quotes are credited on the exhibit.  Yes  No
- Media devices (optional) total run time is ≤ two minutes.  Yes  No  Not applicable
- Process Paper is submitted.  Yes  No
- Annotated Bibliography is submitted.  Yes  No
- Process Paper word count is listed on the Title Page.  Yes  No

## PAPER

- Paper is 1,500 to 2,500 words.  Yes  No
- Entry includes citations.  Yes  No
- Process Paper is submitted.  Yes  No
- Annotated Bibliography is submitted.  Yes  No
- Process Paper and Paper word counts are listed on the Title Page.  Yes  No

# RULES COMPLIANCE

## PERFORMANCE

Time is ≤ ten minutes.

Yes  No

Media devices (optional) are student operated.

Yes  No  Not applicable

Process Paper is submitted.

Yes  No

Annotated Bibliography is submitted.

Yes  No

Process Paper word count is listed on the Title Page.

Yes  No

## WEBSITE

Website contains no more than 1,200 student-composed words.

Yes  No

Multimedia (optional) total run time is ≤ three minutes.

Yes  No  Not applicable

Visuals and quotes are credited on the website.

Yes  No

Website contains no links to external content (exempting the bibliography).

Yes  No

Process Paper is integrated into the website as a PDF.

Yes  No

Annotated Bibliography is integrated into the website as a PDF.

Yes  No

Home page contains required information.

Yes  No

# RULES COMPLIANCE

1. PLAGIARISM
2. REUSING A PROJECT
3. TAMPERING WITH ANOTHER STUDENT'S PROJECT
4. FAILURE TO PUBLISH A WEBSITE

DISQUALIFIABLE  
OFFENSES

# NOTABLE RULES CHANGES

- Toy and replica weapons are prohibited.
- Process paper is now required in the paper category.
- Paperwork in all categories (homepage on websites) must include a title page that includes: name(s), category/division, student-generated word count (where applicable), process paper word count, multimedia time (where applicable)
- All primary and secondary sources consulted must be cited and annotated, not just those cited directly in the project.
- Annotation can not be more than 2-3 sentences maximum.
- Papers: Captions and words in footnotes/endnotes other than the citation count toward the word limit.
- Performances: Interaction with the audience is prohibited.
- Exhibits: Multimedia cannot exceed 2 minutes across the entire project.
- Exhibits: Links to external content and QR codes are prohibited
- Websites: Multimedia cannot exceed 3 minutes across the entire project.
- Websites: Hyperlinks are prohibited
- Websites: The bibliography and process paper must be embedded in pdf format.

# A FEW NOTES ON TOPICS...

- Students can choose any historical topic, as long as they connect it to the theme.
- Age of topic: The rule of thumb is 15-25 years old.
  - Students can choose more recent topics, but they **MUST** draw long-term impacts.
  - They cannot choose current events.
- Don't dismiss a topic because it seems frivolous
  - Barbie
- Don't dismiss a topic because it seems "small" or "insignificant"



THE TOP TWO OR THREE  
ENTRIES IN YOUR JUDGING  
GROUP WILL ADVANCE TO  
FINAL ROUNDS/STATE.





# THE INTERVIEW

# INTERVIEWS

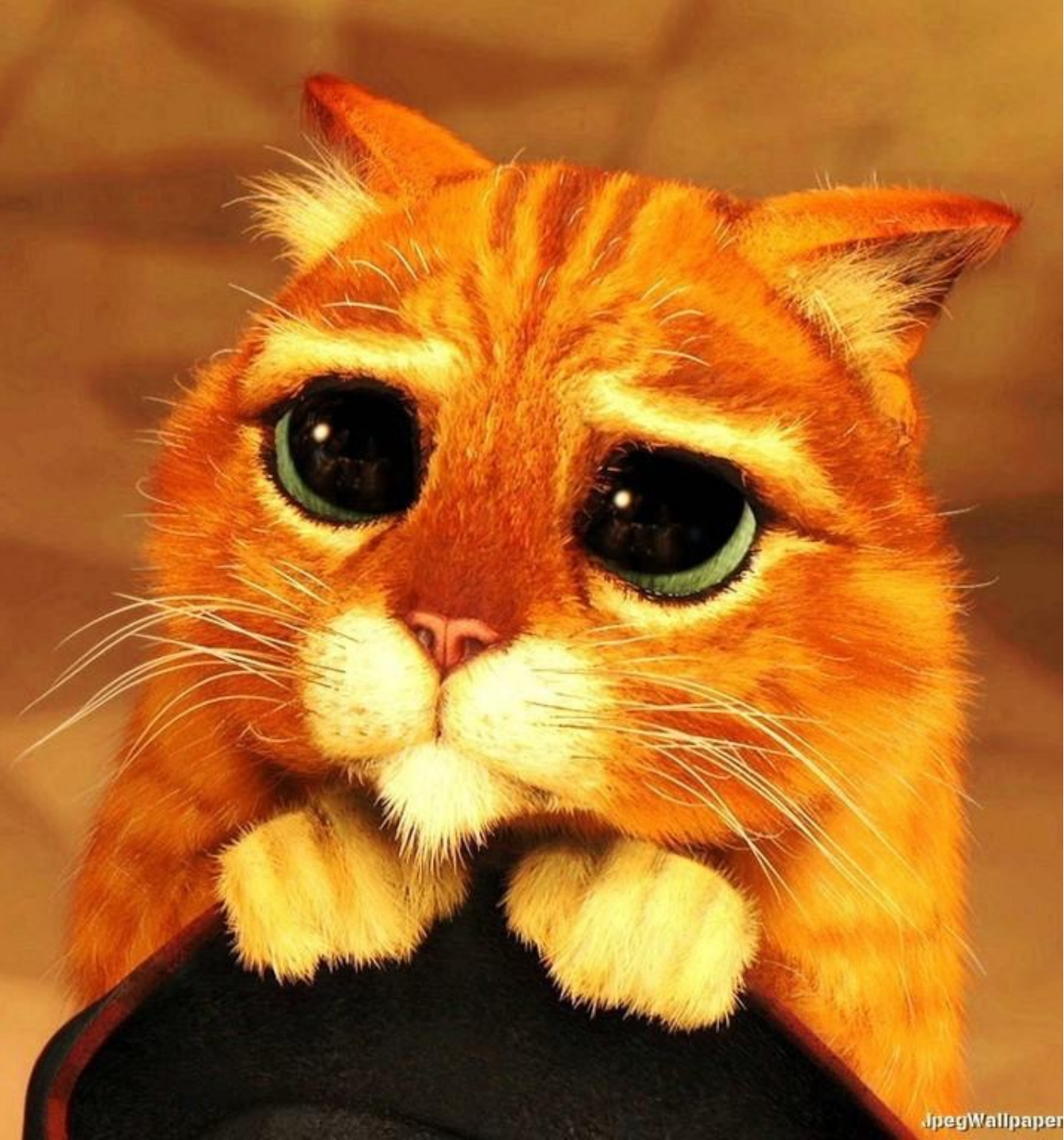
- This is the students' chance to shine!
  - **They should do most of the talking, but you should be the guide. They are not giving a presentation.**
- Timing
  - 5 minutes Performance and Documentary
  - 10 minutes Exhibit
  - 10 minutes Website
  - 10 minutes Paper
- Possible questions on handout in packet
- Be consistent in handling of interviews
  - Particularly important if you have an audience!



HOW MUCH DOES THE  
INTERVIEW COUNT IN  
THE FINAL EVALUATION  
OF THE PROJECT?



NONE!



NO CUTE  
POINTS!



# PAPERWORK

# FILLING OUT PAPERWORK

- **YOUR COMMENTS ARE KEY!**
  - Include praise--AT LEAST 3
  - Include constructive criticism--AT LEAST 3
  - Be specific
  - Be thorough

Remember, most students will not advance.

**Your words are what they take away from participating in the contest.**