



# KANSAS HISTORY DAY

Judges' Orientation

# WELCOME!



- ***Thank you*** for supporting Kansas History Day. We appreciate your time and energy in evaluating students' projects. (And the students appreciate your effort too!)

# LOGISTICAL DETAILS

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- Before we get into instructions about judging, here are some logistical details that you'll want to know about today:
  - ▣ Your schedule
  - ▣ Lunch
  - ▣ Restroom locations
  - ▣ Where and how to find help
  - ▣ What to do when you are finished judging entries

# 2014 Theme & Student Entries

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- This years' theme is “Rights and Responsibilities in History.”
- Student work must adequately explain their topic's relationship to the theme and its significance in history.
- Entries must provide basic information about the topic and must draw conclusions about significance.

# Judging Teams

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- You will be working on a **team of two to three judges.**
  
- One of these judges has been designated **team captain** and is responsible for guiding the team in accomplishing the necessary tasks, including turning in the ranking sheet.

# Evaluating Entries

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- Evaluations should be based on the quality of work, most importantly the ***historical quality***.
- Be careful not to give “cute points.”
- When evaluating “Clarity of Presentation (20%),” do not be swayed by glitz – the message is most important.
- **Historical quality (60%) and relationship to the theme (20%) are most important.**

# Evaluating Entries

- You are evaluating the work of ***young students*** (6-12 grade). Expect quality, but do not hold them to college standards.
- **It's your *job* to inform them – *in a constructive and positive manner*– how they can improve so they can be more successful next time.**
- Do not make negative comments, and be careful how you phrase your comments.
- **Your goal is for the students to understand why you evaluated their work the way you did.**

# Evaluating Entries

- Be consistent – greet all students the same way and ask similar questions about each entry.
- Be aware of your bias related to particular topics.
- Stick to the schedule as much as possible.
- **Remember that this is their day.** Let them teach you and give them the opportunity to explain what they've done.
- Do not share comments verbally or tell the students who the winners are.
- When deliberating, try to reach consensus so that students receive a clear message.

# Rules

- Remember to **discuss your evaluations** with one another.
- All judges on a team must consider any rule infraction and factor it into the final ranking.
- **Remember: rules are important and should be considered in final ranking, but a *minor* rule infraction should *not* determine the final ranking of the entry.**
  - ▣ For instance, if a performance goes over the time limit by 5 or 10 seconds, it is not a big deal. If a performance exceeds the limit by 30 seconds or more, this gives 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

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- Must be provided in the Performance, Documentary, Exhibit and Web Site categories; ***Revised copies at the state contest are allowed;***
- Provides a description of how the students went about the research and creation of their entry;
- Concludes with an explanation of the topic's relationship to the theme.
- ***This should not be a research paper about the topic.***

# Annotated Bibliography

- Should be attached to the process paper;
- Should explain how the work was used in producing the entry and why it was classified as primary or secondary.
- Evaluate bibliographies based on the strength of their sources, the breadth of their research, appropriate to the topic, **and a young person's ability to investigate the sources.**
- Annotated bibliographies are directly related to the criteria of ***historical quality*** - they show the extent and value of a student's sources.

# Performances

- Must be original – they cannot use something that is already written.
- 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 (smile at them!), 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 or The History Channel. ***It should not be simply a performance on videotape.***
- Students must operate all equipment, **but keep in mind that there is usually equipment issues at contests that may require help.**
- Credits should be shown at the end.
- The room will be dark – **please stay awake!**
- One judge on the team should be the timekeeper.

# Exhibits

- Should be like a museum exhibit;
- Should contain only 500 student-composed words (does *not* include primary sources, brief citations, quotations, but *does* include timelines, captions, etc.)
  - ▣ We will check the words & size for you
- Be careful to spend equal time with each exhibit and student – you don't want to rush through the end.

# 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.***
- Weebly automatically limits the size of websites for rules compliance

# Interviews

- The purpose of the interview is to **clarify any questions or concerns you have** and to provide interaction between the professional and student.
- **Do not** tell students what their evaluations are, or who the winners are.
- **Do not** ask students their school, teacher, grade, or where they live.
- Ask questions of substance regarding the topic:
  - Why did you choose this topic?
  - How did you begin the research process?
  - What was your most important source and why?

# THANK YOU!!!

**Thank you again for support Kansas and  
National History Day from everyone at the  
Kansas History Day Foundation!**



Adapted from the NHD Judges' Orientation