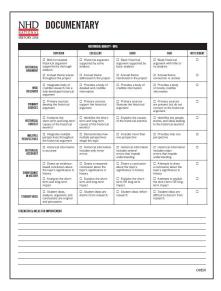
NHD JUDGING CRITERIA

New for 2021, judges will assess each project using a judging rubric, which has evaluative criteria (categories on the left) and specific standards for each level of achievement (check boxes across the page in the same row). For each evaluative criteria, judges will select the level of achievement that best describes the project they are viewing.



- The entries you see are NOT scored against each other. Their scores are based on how well they met the levels of achievement laid out in the rubric.
- A project's level of achievement will likely vary across different evaluative criteria. All check marks do not need to be in the same column down the entire page (e.g. good, or superior) for all evaluative criteria.
- The check marks should be the same across the judge teams. Please take time to ensure consistency during your deliberations. Inconsistency will be confusing to students.

Scoring a project against a rubric is different from selecting projects to advance in the competition.

- Scoring a Project: How a project scores on the rubric is based on the strength of the specific project against the criteria. Do not adjust the ratings of a project to account for which projects are moving on in a contest.
- Selecting Winners: The project(s) that advance should generally have higher ratings than those that do not. Determining the strongest projects can be more difficult when ratings are about the same, and judges should include robust written feedback to help support their decisions.

The same criteria are used at all levels of National History Day competitions. Judges should not devise their own system or assign points to determine top entries.

Weight of Judging Criteria

The focus of your judging remains on the historical quality of the project.

Historical Quality - 80%

- Wide Research
- Primary Sources
- Historical Context
- Historical Argument Multiple Perspectives
 - Historical Accuracy • Significance in History
 - Student Voice

Clarity of Presentation - 20%

- Category-Specific
- Technical

Your category- specific instructions have specific "Clarity" criteria for your category.

How to Use a Rubric

For many judges, using a rubric is a new approach to evaluating projects. We appreciate your efforts to understand the system! This rubric will create more transparent and consistent evaluation of projects, and better support student learning.

> The **evaluative criteria** are along the left side of the page. These are the general characteristics we are looking for in History Day projects. The Historical Quality criteria are the same for any type of project. The Clarity of Presentation criteria are unique to each category.

	(SUPERIOR	EXCELLENT	GOOD	FAIR	NOT EVIDENT
	HISTORICAL Argument	☐ Well-formulated historical argument supported by thorough analysis	☐ Historical argument supported by some analysis	Basic historical argument supported by basic analysis	☐ <u>Weak</u> historical argument with little or no analysis	
		Annual theme woven throughout the project	Annual theme addressed in the project	Annual theme mentioned in the project	Annual theme connection is unclear	

Which descriptor on the form is most appropriate? For each level of achievement (superior, excellent, good, fair), there are descriptors to help you assess where to score the project. Note the key differences for the first item under historical argument. Check the statement that is **most true** for this project.

- Do not adjust the rating for a project based on how well other projects in your judging pool met this
- In the cases where a criteria have multiple lines, like above, you should consider each line separately. A project may get a "superior" for the first item above about argument, and only a "good" for the item above about theme.

Decoding the Judging Criteria

Historical Argument:	A historical argument, or thesis, is the foundation for the project. Not only should students have a strong argument that addresses the significance of a topic in history, but the project itself should actually explain this idea, and provide analysis and evidence to support it.			
Argument (Thesis)	A historical argument must be incorporated into the project and be clear to those who read or view it. However, students are not required to label their historical argument in or on the project.			
Historical Argument: Theme	Students must connect their project and topic to the annual theme, "Communication in History: The Key to Understanding." This should go beyond just using the words, but connecting to the fundamental ideas in the theme. This connection must be evident in the project itself, not just in an interview or process paper.			
Wide Research	Wide research refers to the variety of types of sources students used in their research, both primary and secondary. Students should base their projects on a variety of credible sources. The number of sources is not as important as their quality.			
	Just because a source was found on the internet does not mean it is bad source. Investigate the citation and annotation to learn more about <i>what</i> the source is and <i>where</i> it was located.			
Primary Sources	In their research, students should have found primary sources, which are sources connected to the event by time or participation . These sources should have helped them to develop and support an historical argument, not just provide illustration for their project.			
•	This criteria is about the quality and use of sources, not the number of sources a student accessed. Some topics are easier or harder to research - so quantity is not always a sign of success or a lack of effort.			
Historical Context	Historical context is the larger setting in which a topic took place - the relevant economic, social, intellectual, religious, cultural, and political conditions of the place and time. Students should understand and show connections between relevant context and their topic/argument.			
Multiple Perspectives	A perspective is one point of view, one person's experience, or one side of the story. Students should have examined more than one side to the story , by looking for sources created by people with different viewpoints and/or showing differing points of view in their project.			
	Facts matter. Students should present accurate historical facts upon which they base their argument, the historical significance of their topic, and the project itself.			
Historical Accuracy	We do not expect judges to be experts on all of the topics they review. Do your best to identify obvious issues with credibility, or statements that do not ring true to your previous knowledge of a topic.			
Significance in	Drawing a conclusion about how a topic changed history is one of the major differences between National History Day project and a book report, or a biography.			
History: Draws Conclusion	Please remember that these are young scholars. We can expect a well-crafted argument based on evidence, but are not expecting each argument to present entirely new scholarship.			
Significance in History: Impact	So what? Students should think about the impact or consequences of a topic and consider the results in both the short and long term .			
Student Voice	This refers to a student's ideas and analysis. The argument and supporting analysis must be clear in the project. Students should not let the supporting evidence, such as quoted material from primary or secondary sources, overwhelm their own analysis.			

Rules Compliance

Disqualification

There are very few rule violations that disqualify an entry from a competition:

- Reuse of an entry
- Plagiarism
- Tampering with another student's entry

You must alert History Day staff to these violations. We will investigate and follow-up with you about next steps. It causes considerable problems if judges simply note disqualifiable rule violations on the judge rubric without notifying History Day staff in advance!

All other rule violations may influence a project's ranking.

Judges should refer to the category-specific guidelines for rules in their category.

- Minor Rule Infractions can be noted on the evaluation, but should not be the focus of a judge's written commentary. Minor rule infractions should not influence a project's ranking, unless projects are exceptionally close in quality. These include failure to use to correct citation format, not including credits on images, incomplete information on a title page, etc.
- Major Rule Infractions have the potential to give a project an
 unfair advantage over their competition. Major violations must
 be taken into consideration when deciding rankings. These
 include student-composed word counts in websites and
 exhibits, time limits in performances and documentaries,
 missing an annotated bibliography, etc.