NHD JUDGING CRITERIA AND RULES

IDAHO STATE HISTORICAL SOCIETY

NATIONAL HISTORY DAY IN IDAHO

JUDGING CRITERIA

Historical Quality – 80%		Clarity of Presentation – 20%
New Judging Criteria Historical Argument – Thesis Student Voice Multiple Perspectives	Theme Connection Analyzes Historical Context Research (breadth, depth) Uses Available Primary Sources Significance in History Historical Accuracy	Effective Clear Free of Errors

CATEGORY RULES

EXHIBIT	DOCUMENTARY	PERFORMANCE	PAPER	WEBSITE
Max 500 **student-composed** words 40w x 30d x 72h, or max 30" diameter Credits for all images & quotes Max 2 min sound/video media	10 minutes max Students produce, film, and edit Source credits at end of film	10 minutes max Time starts after students announce names and project title Students set up and operate props, media, lighting, etc. without parent help	1500-2500 words, including quotes, but not including the bibliography or footnotes Images, charts, diagrams go in appendices	Max 1200 **student-composed** words No links to outside content 3 minutes max for sound and video clips Credits for all images & quotes

WRITTEN MATERIALS

Title Page	Process Paper	Annotated Bibliography	Student Composed Words
Title Student Names Division & Category Word Counts *No teacher or school information*	How did you choose your topic? How does your topic relate to the theme? How did you go about researching your topic? What is your historical argument? How is your topic significant in history?	MLA or Chicago Style Two sections: Primary Sources Secondary Sources Annotations: 2-3 sentences	Exhibits + Websites Only: Includes: Project title Thesis Headers Interpretive captions Student narrative Does NOT include: Quotes Source credits Historical documents Repeating tabs in websites

JUDGING CRITERA

Historical Argument: My project makes an argument based on my own analysis of the historical evidence I discovered during my research. I make meaningful connections to the annual theme throughout my project.

Wide Research: I used a wide variety of credible secondary and primary sources in my research. I used different types of secondary and primary sources. I did not rely on Wikipedia as a secondary source.

Primary Sources: The primary sources in my project form the evidence for my argument. I analyze the primary sources. They are more than simple decorations.

Historical Context: I discuss the relevant historical context for my topic, setting the stage so that my project shows change over time.

Multiple Perspectives: I used sources that have different perspectives on my topic. My project explores the different sides of the story.

Historical Accuracy: The information in my project is true and factual to the best of my knowledge. I rely on credible sources of information. I do not rely on opinion.

Significance in History: I discuss the short-term and long-term outcomes of my topic. I explain how my topic changed history, and why it matters.

Student Voice: I use my own voice to present the information in my project. My ideas, analysis, and argument are presented in my own words.

Clarity of Presentation: My project uses writing, multimedia, performance, web design, and/or art creatively to present my findings. My project and all written materials are clear, easy to read/view and understand. The organization of information in my project is logical. I have corrected spelling and grammar errors in my written materials. Technical elements of my project are executed to the best of my ability.