Welcome Judges to the Lee College Regional History Day Competition!

First of all, I would like to thank you for the time and support you are providing to the students in this competition. I know the feedback you provide them through this judging process is valuable to them, and that it will enable students to grow their knowledge and skills in this competition.

1. Preparing to Judge:

After you log into the system to judge, you need to click on the down arrow next to Judging at the top of the page (shown in the image below) and select Judge Portal.
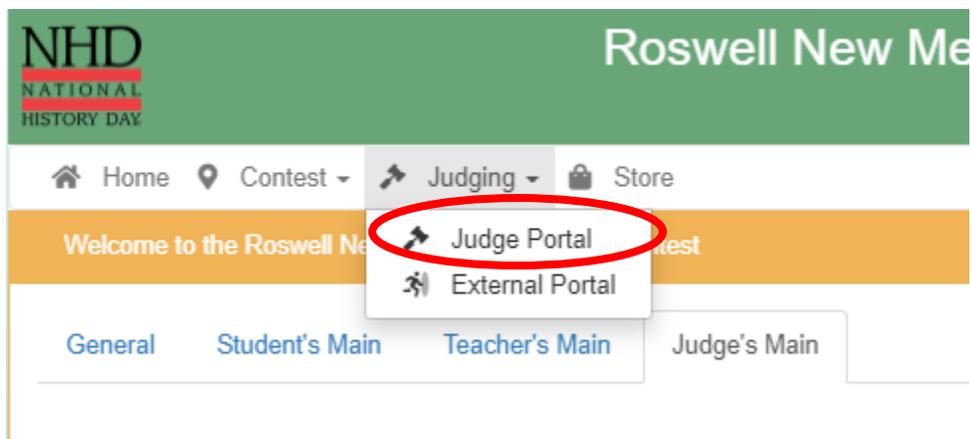
2. Assigned Judge Group(s) and Projects:

Once in the Judge Portal, you will see which judge group(s) to which you have been assigned and the category. You will also be able to see the other members of your judging team.

The person assigned to the 1-Judge position is the room captain. The room captain is tasked with submitting the final ranking of the projects in the room.

3. Projects for Judging:

Below the members of your group, you will see the judging assignment with the list of student projects that have been assigned to your group.

Each project will have a link to the project and any additional documentation that is part of the project.

Please disregard any assigned times that are in the system- this is a computer scheduling requirement but does not mean that you must judge the project on a specific day or time.

4. The image below shows what a project might look like with title and any links to projects or documents for the project.

5. The judging forms have several parts:

<u>Part I</u>: Judges will need to click through the forms and indicate for each item the level of performance for each row. The system will NOT allow for the submission of the document without box indicated within each row system.

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

**Be mindful, although you are judging the projects in the room against each other, it is important to note that few projects (even at the national level of competition) achieve a Superior level ranking.

You are able to save your progress in the program and return later by clicking "Save" at the bottom. Do not click "Save and Submit" until you are completely done with the judging process, this will submit the form to the competition, and you will not be able to make any changes.

Part II: Judges must identify and provide ranking within each row, for this set of boxes that means within each "grouping" of the different content topics.

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

Part III: This part could be one of the most complicated parts during judging. Judges must type 300 words into *each* paragraph box: 'Strengths & Areas for Improvement' and 'General Comments'.

Remember: These are students. Make sure that your comments are phrased carefully and will help the student grow in their knowledge and practice.

Feedback & Notes

STRENGTHS & AREAS FOR IMPROVEMENT

Website is very well done and gives clear conne
and images to tell the story instead of relying on
the primary sources should tell the facts of the s

GENERAL COMMENTS

This website is fantastic - the content is explaine
digest. The research is informative and sound. T
primary and secondary sources to enhance thei

Additional Part of the Judge Room Program: Video Conferencing with the other *Judges*:

The button to the right of the room name, see circle and arrow below, allows judges to conference with each other. This is VERY beneficial, because you will need to agree on the final ranking of the projects (especially the top four).

You will see the emails of the other judges listed, and you can use both of these forms of communication, as your team room feels comfortable.