All About Documentaries

Documentaries are multimedia projects, comprised of a student composed script, still and moving images, and sometimes music.

- ❖ Judges should expect a documentary to be similar to a PBS or History Channel documentary.
- ❖ Students may include music, subtitles, interviews
- ❖ Audio and video should be in sync, complementing each other and providing evidence for the historical argument.

Documentary Specific Rules
- ➔ *Ten minute time limit* from the first words or sounds to the end of the credits.
- ➔ *Brief credits at the end* must acknowledge audio and video sources as well as sources where large amounts of information was taken.

Major rule infractions that give a project an unfair advantage must be noted on the score sheet and may prevent a project from moving forward in the competition. **If your top ranked entries have a major rules infraction, contact your judge captain.**

- ➔ More than 15 seconds over the 10 minute time limit
- ➔ Missing bibliography
- ➔ Missing end credits

Minor rule infractions should not impact a project's rank and are noted in comments. These include:

- ➔ Missing Process Paper; incorrectly formatted title page
- ➔ Inconsistent or incorrect citation formatting
- ➔ Missing annotations

Process Paper & Annotated Bibliography

Students are also required to submit a **Process Paper and Annotated Bibliography** as part of their project. Judges will evaluate these documents along with the documentary.

Process Paper - Addresses the process of creating the project while answering these questions:

- ❖ How did you choose your topic and how does it relate to the annual theme?
- ❖ How did you conduct your research?
- ❖ How did you create your project?
- ❖ What is your historical argument?
- ❖ In what ways in your topic significant in history?

Annotated Bibliography - Documents the research students used to create the project and form their analysis.

- ❖ It should be separated by primary and secondary sources.
- ❖ All sources must include a 3 sentence (maximum) annotation describing the source and how it was used.
- ❖ It should follow either MLA or Chicago/Turabian formatting.

Judging Documentaries in a Virtual Contest

Judges will log in to their NHD-CA Online Scoring Account to access the links for the documentaries and required materials.

❖ Click on the top link to view the documentary
❖ Click on the bottom link to read the Process Paper and Annotated Bibliography

Best Practices for Viewing Documentaries:
➔ Download each documentary. *Streaming is not recommended.*
➔ Watch each documentary once in its entirety without interruption
➔ Return to your breakout room to discuss the documentaries.

Answers to Common Issues:
➔ If your link is broken or to the wrong project, contact your judge captain.
➔ If the documentary lags, download it to your computer.

Evaluating/Scoring with the Rubric

The NHD-CA rubric provides judges with clear criteria and descriptors for scoring. You should select the descriptor that best matches the project you are assessing (use the dropdown arrow to the right of each row next to the rubric).

Best Practices:
➔ Carefully select the best descriptor for each project.
◆ This will likely vary across the columns
➔ Be mindful of bias.
➔ Focus on scoring, not ranking.

What to do when judges' scores do not align:
➔ Discuss how and why you scored specific elements
◆ Check for bias and consistency
◆ Look for evidence within the project or research to support scores.
➔ Adjust scores to provide cohesive and balanced rubrics to the students

Historical Quality is 80%!
It is imperative that judges focus on the Historical Quality criteria on the rubric when judging. Technical elements comprise 20% of the total evaluation. All judges must attend a training on evaluating Historical Quality.

Documentary Clarity of Presentation - 20%

Clarity of Presentation allows judges to address the technical elements of project creation.

CLARITY OF PRESENTATION 20%					
	AUDIO AND VISUALS	Audio enhances topic and is clear and easy to understand; Visual sources enhance topic	Audio is appropriate to topic and easy to understand; Visual sources are appropriate to the topic	Audio is somewhat appropriate to topic and can usually be followed; Visual sources are somewhat appropriate to topic	Audio is not appropriate to topic or is hard to follow; Visual sources are not appropriate to the topic	
	TECHNICAL	Provides articulate narration that does not contain grammatical or mechanical errors; Visuals are clearly focused; Volume of audio components is even	Narration contains minor grammatical or mechanical errors; Visuals are mostly clearly focused; Volume of audio components is mostly even	Narration contains several grammatical or mechanical errors; Visuals may have some blurriness; Volume of audio components is uneven at times	Narration contains major grammatical or mechanical errors that impede understanding; Visuals may have significant blurriness; Volume of audio components is mostly uneven	