

All About Performances

Performances combine original script and drama to present and support a historical argument.



- ❖ *10 minute maximum time limit.* Timing begins *after* the introduction of the project.
- ❖ Judges should expect a performance to be an *original production* that may include actual historical characters or characters created based on historical research
- ❖ Props and scenery should be appropriate to the topic and the argument.
- ❖ *Theatricality and polished stage presence cannot overcome* a poor argument, lack of evidence, or weak theme connection.

Performance Specific Rules

- No longer than 10 minutes.

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 maximum
 - ◆ Time begins after the introduction
- Missing bibliography

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 performance.

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 Performances in a Virtual Contest

Judges will view recorded performances in a virtual contest. Social distancing has required significant adjustments to the performance category. Judges will notice differences in how students recorded their performances based on public health rules in their schools. The quality of the script, the argument, and the evidence presented in the performance should take precedence over elements beyond a student's control.

Individual Performances

Individual performance recordings should mimic an in-person performance.

- ❖ Recordings must be done in a single session.
 - Editing is not allowed.
 - Set up and take down does not need to be recorded
- ❖ The camera should not move or zoom during the recording.
- ❖ Backdrops, props, costumes are allowed.
 - Students were encouraged to be creative with virtual backgrounds.

Group Performances

Group performance recordings will vary depending on the social distancing requirements of the school.

- ❖ Recordings must be done in a single session.
 - Editing is not allowed.
 - Set up and take down does not need to be recorded
 - May be presented as a table-read, on Zoom.
 - Students do not have to be in the same location during the recording.
- ❖ Backdrops, props, costumes are allowed.
 - Students were encouraged to be creative with virtual backgrounds.

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.

Performance Clarity of Presentation - 20%

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

CLARITY OF PRESENTATION - 20%	PERFORMANCE	Theatrical performance with a well developed dramatic arc; Speech is consistently articulate, easy to understand, and appropriately paced	Theatrical performance with a clear dramatic arc; Speech is mostly clear and appropriately paced	Theatrical performance with a basic dramatic arc; Speech is somewhat clear and appropriate but with inconsistent pacing	Does not present a theatrical performance with a dramatic arc; Speech is unclear and pacing impedes understanding	
	TECHNICAL	Offers a well practiced, polished performance; Conveys appropriate emotion through tone of voice and movement	Offers a practiced performance; Conveys mostly appropriate emotion through tone of voice and movement	Performance indicates some practice; Conveys some appropriate emotion through tone of voice and movement	Performance indicates little practice; Does not convey appropriate emotion through tone of voice and movement	