

Judging Sheet

Criteria	Ratings			
	Level 1	Level 2	Level 3	Level 4
Historical research (35%) Level of difficulty, the depth of the study, complexity of the project, degree of completeness or thoroughness of analysis	Fair 1-18	Good 19-25	Very Good 26-30	Excellent 31-35
Product (45%) How well the student(s) tell his/her story. There is no preferred medium (originality, creativity, and quality).	Fair 1-23	Good 24-32	Very Good 33-39	Excellent 40-45
Student summary (10%) States the purpose of the project, explains the choice of medium, the research procedures and the results of the study.	Fair 1-5	Good 6-7	Very Good 8	Excellent 9-10
Interview (10%) Students should be prepared to provide succinct information on background, procedure, results, conclusions and acknowledgements.	Fair 1-5	Good 6-7	Very Good 8	Excellent 9-10

Guideline Interview Questions

1. Why did you choose this topic for your project?
2. What did you like best about preparing your project?
3. If you could do this project differently, what changes would you make?
4. What would you do if you had more time to do this project?
5. What one thing did you learn most about Canada?
6. What other resources did you use? Who helped you in your research? Who helped you in your project/product?

Copy *Example of how a topic can be developed* onto the back of this sheet as a reference for the judges.

(over)

Example Of How A Topic Can Be Developed

The student(s) may produce a written report, documentary film, pictorial display, script, and performance. The medium selected to represent the research findings does not influence the level. To determine the level, consider the following: the level of difficulty, the depth of the study, the complexity of the project, and the degree of thoroughness of analysis.

Topic: *A historical building*

Level 1

The student(s) produce a map or photo of the original location of the house/building, a model or a report based on material found in the library, from the local historical society or from their grandparents. The material is listened to or read and then reproduced as a report. There is no attempt at analysis or interpretation of the data at this time.

Level 2

The student studies existing literature on the building and identifies it as having an impact on the development of the community. The student has answered the question, "Why is (was) this building important in this community?"

Level 3

The student(s) supplement information collected in Level 2 by interviews with builders, descendants of the original owners of the building, current owners and pioneers in the community, archival materials and other sources. After study of the data, the student(s) compare the state of the building today with when it was built, its use today as compared to when it was built and how alterations may have affected it. The student has undertaken a longitudinal time study of the function of the building.

Level 4

The student(s) collect information from a wide variety of sources. After personal **analysis** and **interpretation** of the data, the student(s) offer an **original** explanation of the significance of the building to the economic development of the community. Results may **support** or **challenge** currently held viewpoints regarding preservation or demolition of the building.