

**HISTORICAL QUALITY - 80%**

	<b>EXEMPLARY</b>	<b>PROFICIENT</b>	<b>DEVELOPING</b>	<b>NOVICE</b>	<b>NOT EVIDENT</b>
<b>HISTORICAL ARGUMENT (THESIS OR CLAIM)</b>	<input type="checkbox"/> Historical argument is consistently supported by analysis and evidence.	<input type="checkbox"/> Historical argument is mostly supported by analysis and evidence.	<input type="checkbox"/> Historical argument is somewhat supported by analysis and evidence.	<input type="checkbox"/> Historical argument is supported by minimal analysis or evidence.	<input type="checkbox"/>
<b>THEME</b>	<input type="checkbox"/> Annual theme is consistently clear and connected to the topic in the project and argument.	<input type="checkbox"/> Annual theme is mostly clear and connected to the topic in the project and argument.	<input type="checkbox"/> Annual theme is somewhat clear and connected to the topic in the project and argument.	<input type="checkbox"/> Annual theme has minimal clarity and the connection to the topic in the project and argument is unclear.	<input type="checkbox"/>
<b>WIDE RESEARCH</b>	<input type="checkbox"/> Bibliography includes an extensive variety of types of available sources.	<input type="checkbox"/> Bibliography includes a sufficient variety of types of available sources.	<input type="checkbox"/> Bibliography includes a moderate variety of types of available sources.	<input type="checkbox"/> Bibliography includes a limited variety of types of available sources.	<input type="checkbox"/>
<b>PRIMARY SOURCES</b>	<input type="checkbox"/> Primary sources consistently support the historical argument.	<input type="checkbox"/> Primary sources mostly support the historical argument.	<input type="checkbox"/> Primary sources somewhat support the historical argument.	<input type="checkbox"/> Primary sources are present but do not necessarily support the historical argument.	<input type="checkbox"/>
<b>HISTORICAL CONTEXT</b>	<input type="checkbox"/> Relevant connections to the topic's time and place are consistently made and analyzed.	<input type="checkbox"/> Relevant connections to the topic's time and place are mostly made and analyzed.	<input type="checkbox"/> Relevant connections to the topic's time and place are somewhat made and analyzed.	<input type="checkbox"/> Relevant connections to the topic's time and place are limited.	<input type="checkbox"/>
<b>MULTIPLE PERSPECTIVES</b>	<input type="checkbox"/> Varied perspectives are consistently included throughout the project.	<input type="checkbox"/> Varied perspectives are mostly included throughout the project.	<input type="checkbox"/> Varied perspectives are somewhat included throughout the project.	<input type="checkbox"/> Varied perspectives are included in a limited way.	<input type="checkbox"/>
<b>HISTORICAL ACCURACY</b>	<input type="checkbox"/> Historical information is consistently accurate, credible, and without critical omissions.	<input type="checkbox"/> Historical information is mostly accurate, credible, and without critical omissions.	<input type="checkbox"/> Historical information is somewhat accurate, credible, and without critical omissions.	<input type="checkbox"/> Historical information has limited accuracy, credibility, or critical omissions that impede understanding.	<input type="checkbox"/>
<b>SIGNIFICANCE IN HISTORY</b>	<input type="checkbox"/> The impact of the topic is consistently analyzed in the conclusion.	<input type="checkbox"/> The impact of the topic is mostly analyzed in the conclusion.	<input type="checkbox"/> The impact of the topic is somewhat analyzed in the conclusion.	<input type="checkbox"/> The impact of the topic is mentioned.	<input type="checkbox"/>

**STRENGTHS & AREAS FOR IMPROVEMENT**

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**CLARITY OF PRESENTATION - 20%**

	<b>EXEMPLARY</b>	<b>PROFICIENT</b>	<b>DEVELOPING</b>	<b>NOVICE</b>	<b>NOT EVIDENT</b>
<b>AUDIO AND VISUALS</b>	<input type="checkbox"/> Audio is consistently appropriate and easy to understand. <input type="checkbox"/> Visuals are consistently appropriate and support the narrative.	<input type="checkbox"/> Audio is mostly appropriate and easy to understand. <input type="checkbox"/> Visuals are mostly appropriate and support the narrative.	<input type="checkbox"/> Audio is somewhat appropriate and easy to understand. <input type="checkbox"/> Visuals are somewhat appropriate and support the narrative.	<input type="checkbox"/> Audio is appropriate in limited instances or impedes understanding. <input type="checkbox"/> Visuals are appropriate in limited instances.	<input type="checkbox"/> <input type="checkbox"/>
<b>TECHNICAL</b>	<input type="checkbox"/> Narration is consistently free of mechanical or grammatical errors. <input type="checkbox"/> Volume of audio components is consistently even.	<input type="checkbox"/> Narration is mostly free of mechanical or grammatical errors. <input type="checkbox"/> Volume of audio components is mostly even.	<input type="checkbox"/> Narration is somewhat free of mechanical or grammatical errors. <input type="checkbox"/> Volume of audio components is somewhat even.	<input type="checkbox"/> Narration contains major grammatical or mechanical errors that impede understanding. <input type="checkbox"/> Volume of audio components is mostly uneven.	<input type="checkbox"/> <input type="checkbox"/>
<b>STUDENT VOICE</b>	<input type="checkbox"/> Student analysis is consistently clear and balanced between their own words/ideas and supporting evidence.	<input type="checkbox"/> Student analysis is mostly clear and balanced between their own words/ideas and supporting evidence.	<input type="checkbox"/> Student analysis is somewhat clear and balanced between their own words/ideas and supporting evidence.	<input type="checkbox"/> Student analysis is limited in clarity and balance between their own words/ideas and supporting evidence.	<input type="checkbox"/>

Time is  $\leq$  ten minutes.

Yes  No

Entry is student-produced.

Yes  No

Entry includes source credits at the end.

Yes  No

Process Paper is submitted.

Yes  No

Process Paper word count is listed on the Title Page.

Yes  No

Annotated Bibliography is submitted.

Yes  No

Annotated Bibliography is separated into primary and secondary sources.

Yes  No

Annotations do not exceed two to three sentences.

Yes  No

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## HISTORICAL QUALITY - 80%

	EXEMPLARY	PROFICIENT	DEVELOPING	NOVICE	NOT EVIDENT
<b>HISTORICAL ARGUMENT (THESIS OR CLAIM)</b>	<input type="checkbox"/> Historical argument is consistently supported by analysis and evidence.	<input type="checkbox"/> Historical argument is mostly supported by analysis and evidence.	<input type="checkbox"/> Historical argument is somewhat supported by analysis and evidence.	<input type="checkbox"/> Historical argument is supported by minimal analysis or evidence.	<input type="checkbox"/>
<b>THEME</b>	<input type="checkbox"/> Annual theme is consistently clear and connected to the topic in the project and argument.	<input type="checkbox"/> Annual theme is mostly clear and connected to the topic in the project and argument.	<input type="checkbox"/> Annual theme is somewhat clear and connected to the topic in the project and argument.	<input type="checkbox"/> Annual theme has minimal clarity and the connection to the topic in the project and argument is unclear.	<input type="checkbox"/>
<b>WIDE RESEARCH</b>	<input type="checkbox"/> Bibliography includes an extensive variety of types of available sources.	<input type="checkbox"/> Bibliography includes a sufficient variety of types of available sources.	<input type="checkbox"/> Bibliography includes a moderate variety of types of available sources.	<input type="checkbox"/> Bibliography includes a limited variety of types of available sources.	<input type="checkbox"/>
<b>PRIMARY SOURCES</b>	<input type="checkbox"/> Primary sources consistently support the historical argument.	<input type="checkbox"/> Primary sources mostly support the historical argument.	<input type="checkbox"/> Primary sources somewhat support the historical argument.	<input type="checkbox"/> Primary sources are present but do not necessarily support the historical argument.	<input type="checkbox"/>
<b>HISTORICAL CONTEXT</b>	<input type="checkbox"/> Relevant connections to the topic's time and place are consistently made and analyzed.	<input type="checkbox"/> Relevant connections to the topic's time and place are mostly made and analyzed.	<input type="checkbox"/> Relevant connections to the topic's time and place are somewhat made and analyzed.	<input type="checkbox"/> Relevant connections to the topic's time and place are limited.	<input type="checkbox"/>
<b>MULTIPLE PERSPECTIVES</b>	<input type="checkbox"/> Varied perspectives are consistently included throughout the project.	<input type="checkbox"/> Varied perspectives are mostly included throughout the project.	<input type="checkbox"/> Varied perspectives are somewhat included throughout the project.	<input type="checkbox"/> Varied perspectives are included in a limited way.	<input type="checkbox"/>
<b>HISTORICAL ACCURACY</b>	<input type="checkbox"/> Historical information is consistently accurate, credible, and without critical omissions.	<input type="checkbox"/> Historical information is mostly accurate, credible, and without critical omissions.	<input type="checkbox"/> Historical information is somewhat accurate, credible, and without critical omissions.	<input type="checkbox"/> Historical information has limited accuracy, credibility, or critical omissions that impede understanding.	<input type="checkbox"/>
<b>SIGNIFICANCE IN HISTORY</b>	<input type="checkbox"/> The impact of the topic is consistently analyzed in the conclusion.	<input type="checkbox"/> The impact of the topic is mostly analyzed in the conclusion.	<input type="checkbox"/> The impact of the topic is somewhat analyzed in the conclusion.	<input type="checkbox"/> The impact of the topic is mentioned.	<input type="checkbox"/>

### STRENGTHS & AREAS FOR IMPROVEMENT

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**CLARITY OF PRESENTATION - 20%**

	<b>EXEMPLARY</b>	<b>PROFICIENT</b>	<b>DEVELOPING</b>	<b>NOVICE</b>	<b>NOT EVIDENT</b>
<b>WRITTEN MATERIAL</b>	<input type="checkbox"/> Text is consistently clear, concise, free of grammatical or mechanical errors, and appropriate to the topic.	<input type="checkbox"/> Text is mostly clear, concise, free of grammatical or mechanical errors, and appropriate to the topic.	<input type="checkbox"/> Text is somewhat clear, concise, free of grammatical or mechanical errors, and appropriate to the topic.	<input type="checkbox"/> Text contains major grammatical or mechanical errors that impede understanding. Text has limited appropriateness to the topic.	<input type="checkbox"/>
<b>TECHNICAL</b>	<input type="checkbox"/> Citations are consistently written in an NHD-approved format. <input type="checkbox"/> Citations consistently credit quotations and paraphrased information.	<input type="checkbox"/> Citations are mostly written in an NHD-approved format. <input type="checkbox"/> Citations mostly credit quotations and paraphrased information.	<input type="checkbox"/> Citations are sometimes written in an NHD-approved format. <input type="checkbox"/> Citations sometimes credit quotations and paraphrased information.	<input type="checkbox"/> Citations are not written in an NHD-approved format. <input type="checkbox"/> Citations rarely credit quotations and paraphrased information.	<input type="checkbox"/> <input type="checkbox"/>
<b>STUDENT VOICE</b>	<input type="checkbox"/> Student analysis is consistently clear and balanced between their own words/ideas and supporting evidence.	<input type="checkbox"/> Student analysis is mostly clear and balanced between their own words/ideas and supporting evidence.	<input type="checkbox"/> Student analysis is somewhat clear and balanced between their own words/ideas and supporting evidence.	<input type="checkbox"/> Student analysis is limited in clarity and balance between their own words/ideas and supporting evidence.	<input type="checkbox"/>

- Paper is 1,500 to 2,500 words.  Yes  No
- Entry includes citations.  Yes  No
- Process Paper is submitted.  Yes  No
- Process Paper word count is listed on the Title Page.  Yes  No
- Annotated Bibliography is submitted.  Yes  No
- Annotated Bibliography is separated into primary and secondary sources.  Yes  No
- Annotations do not exceed two to three sentences.  Yes  No
- Any included appendices are cited in the body of the paper; appendices are limited.  Yes  No  Not applicable

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**HISTORICAL QUALITY - 80%**

	<b>EXEMPLARY</b>	<b>PROFICIENT</b>	<b>DEVELOPING</b>	<b>NOVICE</b>	<b>NOT EVIDENT</b>
<b>HISTORICAL ARGUMENT (THESIS OR CLAIM)</b>	<input type="checkbox"/> Historical argument is consistently supported by analysis and evidence.	<input type="checkbox"/> Historical argument is mostly supported by analysis and evidence.	<input type="checkbox"/> Historical argument is somewhat supported by analysis and evidence.	<input type="checkbox"/> Historical argument is supported by minimal analysis or evidence.	<input type="checkbox"/>
<b>THEME</b>	<input type="checkbox"/> Annual theme is consistently clear and connected to the topic in the project and argument.	<input type="checkbox"/> Annual theme is mostly clear and connected to the topic in the project and argument.	<input type="checkbox"/> Annual theme is somewhat clear and connected to the topic in the project and argument.	<input type="checkbox"/> Annual theme has minimal clarity and the connection to the topic in the project and argument is unclear.	<input type="checkbox"/>
<b>WIDE RESEARCH</b>	<input type="checkbox"/> Bibliography includes an extensive variety of types of available sources.	<input type="checkbox"/> Bibliography includes a sufficient variety of types of available sources.	<input type="checkbox"/> Bibliography includes a moderate variety of types of available sources.	<input type="checkbox"/> Bibliography includes a limited variety of types of available sources.	<input type="checkbox"/>
<b>PRIMARY SOURCES</b>	<input type="checkbox"/> Primary sources consistently support the historical argument.	<input type="checkbox"/> Primary sources mostly support the historical argument.	<input type="checkbox"/> Primary sources somewhat support the historical argument.	<input type="checkbox"/> Primary sources are present but do not necessarily support the historical argument.	<input type="checkbox"/>
<b>HISTORICAL CONTEXT</b>	<input type="checkbox"/> Relevant connections to the topic's time and place are consistently made and analyzed.	<input type="checkbox"/> Relevant connections to the topic's time and place are mostly made and analyzed.	<input type="checkbox"/> Relevant connections to the topic's time and place are somewhat made and analyzed.	<input type="checkbox"/> Relevant connections to the topic's time and place are limited.	<input type="checkbox"/>
<b>MULTIPLE PERSPECTIVES</b>	<input type="checkbox"/> Varied perspectives are consistently included throughout the project.	<input type="checkbox"/> Varied perspectives are mostly included throughout the project.	<input type="checkbox"/> Varied perspectives are somewhat included throughout the project.	<input type="checkbox"/> Varied perspectives are included in a limited way.	<input type="checkbox"/>
<b>HISTORICAL ACCURACY</b>	<input type="checkbox"/> Historical information is consistently accurate, credible, and without critical omissions.	<input type="checkbox"/> Historical information is mostly accurate, credible, and without critical omissions.	<input type="checkbox"/> Historical information is somewhat accurate, credible, and without critical omissions.	<input type="checkbox"/> Historical information has limited accuracy, credibility, or critical omissions that impede understanding.	<input type="checkbox"/>
<b>SIGNIFICANCE IN HISTORY</b>	<input type="checkbox"/> The impact of the topic is consistently analyzed in the conclusion.	<input type="checkbox"/> The impact of the topic is mostly analyzed in the conclusion.	<input type="checkbox"/> The impact of the topic is somewhat analyzed in the conclusion.	<input type="checkbox"/> The impact of the topic is mentioned.	<input type="checkbox"/>

**STRENGTHS & AREAS FOR IMPROVEMENT**

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**CLARITY OF PRESENTATION - 20%**

	<b>EXEMPLARY</b>	<b>PROFICIENT</b>	<b>DEVELOPING</b>	<b>NOVICE</b>	<b>NOT EVIDENT</b>
<b>PERFORMANCE</b>	<input type="checkbox"/> Dramatic arc consistently advances the historical argument. <input type="checkbox"/> Characters and scenes are consistently developed and connected to the historical argument.	<input type="checkbox"/> Dramatic arc mostly advances the historical argument. <input type="checkbox"/> Characters and scenes are mostly developed and connected to the historical argument.	<input type="checkbox"/> Dramatic arc somewhat advances the historical argument. <input type="checkbox"/> Characters and scenes are somewhat developed and connected to the historical argument.	<input type="checkbox"/> Dramatic arc has limited connection to the historical argument. <input type="checkbox"/> Characters and scenes are limited in development and connection to the historical argument.	<input type="checkbox"/>  <input type="checkbox"/>
<b>TECHNICAL</b>	<input type="checkbox"/> Speech is consistently clear, effective, expressive, and appropriately paced.	<input type="checkbox"/> Speech is mostly clear, effective, expressive, and appropriately paced.	<input type="checkbox"/> Speech is somewhat clear, effective, expressive, and appropriately paced.	<input type="checkbox"/> Speech is limited in clarity, effectiveness, expressiveness, and pacing.	<input type="checkbox"/>
<b>STUDENT VOICE</b>	<input type="checkbox"/> Student analysis is consistently clear and balanced between their own words/ideas and supporting evidence.	<input type="checkbox"/> Student analysis is mostly clear and balanced between their own words/ideas and supporting evidence.	<input type="checkbox"/> Student analysis is somewhat clear and balanced between their own words/ideas and supporting evidence.	<input type="checkbox"/> Student analysis is limited in clarity and balance between their own words/ideas and supporting evidence.	<input type="checkbox"/>

Time is ≤ ten minutes.

Yes    No

Media devices (optional) are student operated.

Yes    No    Not applicable

Process Paper is submitted.

Yes    No

Process Paper word count is listed on the Title Page.

Yes    No

Annotated Bibliography is submitted.

Yes    No

Annotated Bibliography is separated into primary and secondary sources.

Yes    No

Annotations do not exceed two to three sentences.

Yes    No

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# PODCAST

## ELEMENTARY DIVISION

HISTORICAL QUALITY - 80%					NE = Not Evident
	EXEMPLARY	PROFICIENT	DEVELOPING	NOVICE	NE
<b>HISTORICAL ARGUMENT</b> <small>(THESIS OR CLAIM)</small>	<input type="checkbox"/> Historical argument is supported by analysis and evidence.	<input type="checkbox"/> Historical argument is supported by evidence.	<input type="checkbox"/> Historical argument describes the topic.	<input type="checkbox"/> Historical argument is evident in project.	<input type="checkbox"/>
<b>WIDE RESEARCH</b>	<input type="checkbox"/> Bibliography includes a sufficient variety of types of available sources.	<input type="checkbox"/> Bibliography includes a moderate variety of types of available sources.	<input type="checkbox"/> Bibliography includes a limited variety of types of available sources.	<input type="checkbox"/> Bibliography includes appropriate sources.	<input type="checkbox"/>
<b>PRIMARY SOURCES</b>	<input type="checkbox"/> Primary sources mostly support the historical argument.	<input type="checkbox"/> Primary sources somewhat support the historical argument.	<input type="checkbox"/> Primary sources are present but do not necessarily support the historical argument.	<input type="checkbox"/> Research includes primary sources.	<input type="checkbox"/>
<b>HISTORICAL CONTEXT</b>	<input type="checkbox"/> Relevant connections to the topic's time and place are mostly made and analyzed.	<input type="checkbox"/> Relevant connections to the topic's time and place are somewhat made and analyzed.	<input type="checkbox"/> Identifies key people, events, and ideas leading to topic	<input type="checkbox"/> Includes historic details leading to topic	<input type="checkbox"/>
<b>MULTIPLE PERSPECTIVES</b>	<input type="checkbox"/> Varied perspectives are consistently included throughout the project.	<input type="checkbox"/> Varied perspectives are mostly included throughout the project.	<input type="checkbox"/> Varied perspectives are somewhat included throughout the project.	<input type="checkbox"/> Varied perspectives are included in a limited way.	<input type="checkbox"/>
<b>CONNECTION TO THEME</b>	<input type="checkbox"/> Annual theme is consistently clear and connected to the topic in the project and argument.	<input type="checkbox"/> Annual theme is mostly clear and connected to the topic in the project and argument.	<input type="checkbox"/> Annual theme is somewhat clear and connected to the topic in the project and argument.	<input type="checkbox"/> Annual theme has minimal clarity and the connection to the topic in the project and argument is unclear.	<input type="checkbox"/>
<b>SIGNIFICANCE IN HISTORY</b>	<input type="checkbox"/> The impact of the topic is consistently analyzed in the conclusion.	<input type="checkbox"/> The impact of the topic is mostly analyzed in the conclusion.	<input type="checkbox"/> The impact of the topic is somewhat analyzed in the conclusion.	<input type="checkbox"/> The impact of the topic is limited.	<input type="checkbox"/>

**STRENGTHS & AREAS FOR IMPROVEMENT**

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# PODCAST

Jr & Sr Division

HISTORICAL QUALITY - 80%					NE = Not Evident
	EXEMPLARY	PROFICIENT	DEVELOPING	NOVICE	NE
<b>HISTORICAL ARGUMENT (THESIS OR CLAIM)</b>	<input type="checkbox"/> Historical argument is consistently supported by analysis and evidence.	<input type="checkbox"/> Historical argument is mostly supported by analysis and evidence.	<input type="checkbox"/> Historical argument is somewhat supported by analysis and evidence.	<input type="checkbox"/> Historical argument is supported by minimal analysis or evidence.	<input type="checkbox"/>
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<b>WIDE RESEARCH</b>	<input type="checkbox"/> Bibliography includes an extensive variety of types of available sources.	<input type="checkbox"/> Bibliography includes a sufficient variety of types of available sources.	<input type="checkbox"/> Bibliography includes a moderate variety of types of available sources.	<input type="checkbox"/> Bibliography includes a limited variety of types of available sources.	<input type="checkbox"/>
<b>PRIMARY SOURCES</b>	<input type="checkbox"/> Primary sources consistently support the historical argument.	<input type="checkbox"/> Primary sources mostly support the historical argument.	<input type="checkbox"/> Primary sources somewhat support the historical argument.	<input type="checkbox"/> Primary sources are present but do not necessarily support the historical argument.	<input type="checkbox"/>
<b>HISTORICAL CONTEXT</b>	<input type="checkbox"/> Relevant connections to the topic's time and place are consistently made and analyzed.	<input type="checkbox"/> Relevant connections to the topic's time and place are mostly made and analyzed.	<input type="checkbox"/> Relevant connections to the topic's time and place are somewhat made and analyzed.	<input type="checkbox"/> Relevant connections to the topic's time and place are limited.	<input type="checkbox"/>
<b>MULTIPLE PERSPECTIVES</b>	<input type="checkbox"/> Varied perspectives are consistently included throughout the project.	<input type="checkbox"/> Varied perspectives are mostly included throughout the project.	<input type="checkbox"/> Varied perspectives are somewhat included throughout the project.	<input type="checkbox"/> Varied perspectives are included in a limited way.	<input type="checkbox"/>
<b>HISTORICAL ACCURACY</b>	<input type="checkbox"/> Historical information is consistently accurate, credible, and without critical omissions.	<input type="checkbox"/> Historical information is mostly accurate, credible, and without critical omissions.	<input type="checkbox"/> Historical information is somewhat accurate, credible, and without critical omissions.	<input type="checkbox"/> Historical information has limited accuracy, credibility, or critical omissions that impede understanding.	<input type="checkbox"/>
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**STRENGTHS & AREAS FOR IMPROVEMENT**

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# POSTER

## ELEMENTARY DIVISION

HISTORICAL QUALITY - 80%					NE = Not Evident
	EXEMPLARY	PROFICIENT	DEVELOPING	NOVICE	NE
<b>HISTORICAL ARGUMENT</b> (THESIS OR CLAIM)	<input type="checkbox"/> Historical argument is supported by analysis and evidence.	<input type="checkbox"/> Historical argument is supported by evidence.	<input type="checkbox"/> Historical argument describes the topic.	<input type="checkbox"/> Historical argument is evident in project.	<input type="checkbox"/>
<b>WIDE RESEARCH</b>	<input type="checkbox"/> Bibliography includes a sufficient variety of types of available sources.	<input type="checkbox"/> Bibliography includes a moderate variety of types of available sources.	<input type="checkbox"/> Bibliography includes a limited variety of types of available sources.	<input type="checkbox"/> Bibliography includes appropriate sources.	<input type="checkbox"/>
<b>PRIMARY SOURCES</b>	<input type="checkbox"/> Primary sources mostly support the historical argument.	<input type="checkbox"/> Primary sources somewhat support the historical argument.	<input type="checkbox"/> Primary sources are present but do not necessarily support the historical argument.	<input type="checkbox"/> Research includes primary sources.	<input type="checkbox"/>
<b>HISTORICAL CONTEXT</b>	<input type="checkbox"/> Relevant connections to the topic's time and place are mostly made and analyzed.	<input type="checkbox"/> Relevant connections to the topic's time and place are somewhat made and analyzed.	<input type="checkbox"/> Identifies key people, events, and ideas leading to topic	<input type="checkbox"/> Includes historic details leading to topic	<input type="checkbox"/>
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### STRENGTHS & AREAS FOR IMPROVEMENT

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**HISTORICAL QUALITY - 80%**

	<b>EXEMPLARY</b>	<b>PROFICIENT</b>	<b>DEVELOPING</b>	<b>NOVICE</b>	<b>NOT EVIDENT</b>
<b>HISTORICAL ARGUMENT (THESIS OR CLAIM)</b>	<input type="checkbox"/> Historical argument is consistently supported by analysis and evidence.	<input type="checkbox"/> Historical argument is mostly supported by analysis and evidence.	<input type="checkbox"/> Historical argument is somewhat supported by analysis and evidence.	<input type="checkbox"/> Historical argument is supported by minimal analysis or evidence.	<input type="checkbox"/>
<b>THEME</b>	<input type="checkbox"/> Annual theme is consistently clear and connected to the topic in the project and argument.	<input type="checkbox"/> Annual theme is mostly clear and connected to the topic in the project and argument.	<input type="checkbox"/> Annual theme is somewhat clear and connected to the topic in the project and argument.	<input type="checkbox"/> Annual theme has minimal clarity and the connection to the topic in the project and argument is unclear.	<input type="checkbox"/>
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<b>PRIMARY SOURCES</b>	<input type="checkbox"/> Primary sources consistently support the historical argument.	<input type="checkbox"/> Primary sources mostly support the historical argument.	<input type="checkbox"/> Primary sources somewhat support the historical argument.	<input type="checkbox"/> Primary sources are present but do not necessarily support the historical argument.	<input type="checkbox"/>
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<b>HISTORICAL ACCURACY</b>	<input type="checkbox"/> Historical information is consistently accurate, credible, and without critical omissions.	<input type="checkbox"/> Historical information is mostly accurate, credible, and without critical omissions.	<input type="checkbox"/> Historical information is somewhat accurate, credible, and without critical omissions.	<input type="checkbox"/> Historical information has limited accuracy, credibility, or critical omissions that impede understanding.	<input type="checkbox"/>
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**STRENGTHS & AREAS FOR IMPROVEMENT**

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**CLARITY OF PRESENTATION - 20%**

	<b>EXEMPLARY</b>	<b>PROFICIENT</b>	<b>DEVELOPING</b>	<b>NOVICE</b>	<b>NOT EVIDENT</b>
<b>WRITTEN MATERIAL AND VISUALS</b>	<input type="checkbox"/> Text is consistently clear, concise, free of grammatical or mechanical errors, and appropriate to the topic.  <input type="checkbox"/> Visuals and media are consistently connected to the argument and enhance the topic.	<input type="checkbox"/> Text is mostly clear, concise, free of grammatical or mechanical errors, and appropriate to the topic.  <input type="checkbox"/> Visuals and media are mostly connected to the argument and enhance the topic.	<input type="checkbox"/> Text is somewhat clear, concise, free of grammatical or mechanical errors, and appropriate to the topic.  <input type="checkbox"/> Visuals and media are somewhat connected to the argument and enhance the topic.	<input type="checkbox"/> Text contains major grammatical or mechanical errors that impede understanding. Text has limited appropriateness to the topic.  <input type="checkbox"/> Visuals and media have limited connection to the argument and may not enhance the topic.	<input type="checkbox"/>   <input type="checkbox"/>
<b>TECHNICAL</b>	<input type="checkbox"/> Website is consistently clear in structure and organization.  <input type="checkbox"/> Font and color choice consistently enhance readability and are appropriate to the topic.	<input type="checkbox"/> Website is mostly clear in structure and organization.  <input type="checkbox"/> Font and color choice mostly enhance readability and are appropriate to the topic.	<input type="checkbox"/> Website is somewhat clear in structure and organization.  <input type="checkbox"/> Font and color choice somewhat enhance readability and are appropriate to the topic.	<input type="checkbox"/> Website has limited structure and organization.  <input type="checkbox"/> Font and color choice limit readability and have limited connection to the topic.	<input type="checkbox"/>   <input type="checkbox"/>
<b>STUDENT VOICE</b>	<input type="checkbox"/> Student analysis is consistently clear and balanced between their own words/ideas and supporting evidence.	<input type="checkbox"/> Student analysis is mostly clear and balanced between their own words/ideas and supporting evidence.	<input type="checkbox"/> Student analysis is somewhat clear and balanced between their own words/ideas and supporting evidence.	<input type="checkbox"/> Student analysis is limited in clarity and balance between their own words/ideas and supporting evidence.	<input type="checkbox"/>

Website contains no more than 1,200 student-composed words.

Yes  No

Multimedia (optional) total run time is ≤ three minutes.

Yes  No  Not applicable

Visuals and quotes are credited on the website.

Yes  No

Website contains no links to external content (exempting the Annotated Bibliography).

Yes  No

Process Paper is integrated into the website as a PDF.

Yes  No

Annotated Bibliography is integrated into the website as a PDF.

Yes  No

Annotated Bibliography is separated into primary and secondary sources.

Yes  No

Annotations do not exceed two to three sentences.

Yes  No

Home page contains required information.

Yes  No

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