

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

## STRENGTHS & AREAS FOR IMPROVEMENT

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**CLARITY OF PRESENTATION - 20%**

|                          | SUPERIOR                                                                                                                                                                                                                                           | EXCELLENT                                                                                                                                                                                                                                           | GOOD                                                                                                                                                                                                                                           | FAIR                                                                                                                                                                                                                                                                        | NOT EVIDENT |
|--------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| <b>AUDIO AND VISUALS</b> | <input type="checkbox"/> Presents audio that enhances topic and is clear and easy to understand<br><input type="checkbox"/> Provides visual sources that enhance topic                                                                             | <input type="checkbox"/> Presents audio that is appropriate to topic and easy to understand<br><input type="checkbox"/> Provides visual sources that are appropriate to topic                                                                       | <input type="checkbox"/> Presents audio that is somewhat appropriate to topic and can usually be followed<br><input type="checkbox"/> Provides visual sources that are somewhat appropriate to topic                                           | <input type="checkbox"/> Presents audio that is not appropriate to topic or is hard to follow<br><input type="checkbox"/> Provides visual sources that are not appropriate to topic                                                                                         |             |
| <b>TECHNICAL</b>         | <input type="checkbox"/> Provides articulate narration that does not contain grammatical or mechanical errors<br><input type="checkbox"/> Provides visuals that are clearly focused<br><input type="checkbox"/> Volume of audio components is even | <input type="checkbox"/> Provides narration that contains minor grammatical or mechanical errors<br><input type="checkbox"/> Provides visuals that are mostly clearly focused<br><input type="checkbox"/> Volume of audio components is mostly even | <input type="checkbox"/> Provides narration that contains several grammatical or mechanical errors<br><input type="checkbox"/> Provides visuals with some blurriness<br><input type="checkbox"/> Volume of audio components is uneven at times | <input type="checkbox"/> Provides narration that contains major grammatical or mechanical errors that impede understanding<br><input type="checkbox"/> Provides visuals with significant blurriness<br><input type="checkbox"/> Volume of audio components is mostly uneven |             |

Time is  $\leq$  ten minutes.

☐ No

Entry is student-produced.

☐ No

Entry includes source credits at the end.

☐ No

Process Paper is submitted.

☐ No

Annotated Bibliography is submitted.

☐ No

Process Paper word count is listed on the Title Page.

☐ No

### GENERAL COMMENTS

This image shows a full page of blank, lined paper. It features approximately 20 evenly spaced horizontal grey lines across its entire width, providing a guide for handwriting or typing. The paper itself is a clean, off-white color.

| HISTORICAL QUALITY - 80%       |                                                                                                                                                                                |                                                                                                                                                                         |                                                                                                                                                               |                                                                                                                                                                                     |             |
|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
|                                | SUPERIOR                                                                                                                                                                       | EXCELLENT                                                                                                                                                               | GOOD                                                                                                                                                          | FAIR                                                                                                                                                                                | NOT EVIDENT |
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| <b>WIDE RESEARCH</b>           | <input type="checkbox"/> Integrates body of credible research into a fully developed historical argument                                                                       | <input type="checkbox"/> Provides a body of detailed and credible information                                                                                           | <input type="checkbox"/> Provides a body of credible information                                                                                              | <input type="checkbox"/> Provides a body of mostly credible information                                                                                                             |             |
| <b>PRIMARY SOURCES</b>         | <input type="checkbox"/> Primary sources develop the historical argument                                                                                                       | <input type="checkbox"/> Primary sources support the historical argument                                                                                                | <input type="checkbox"/> Primary sources illustrate the historical argument                                                                                   | <input type="checkbox"/> Primary sources are present, but do not connect to the historical argument                                                                                 |             |
| <b>HISTORICAL CONTEXT</b>      | <input type="checkbox"/> Analyzes the short-term and long-term causes of the historical event(s)                                                                               | <input type="checkbox"/> Identifies the short-term and long-term causes of the historical event(s)                                                                      | <input type="checkbox"/> Explains the causes of the historical event(s)                                                                                       | <input type="checkbox"/> Identifies key people, events, and ideas leading to the historical event(s)                                                                                |             |
| <b>MULTIPLE PERSPECTIVES</b>   | <input type="checkbox"/> Integrates multiple perspectives throughout the historical argument                                                                                   | <input type="checkbox"/> Demonstrates how multiple perspectives shape the topic                                                                                         | <input type="checkbox"/> Includes more than one perspective                                                                                                   | <input type="checkbox"/> Provides only one perspective                                                                                                                              |             |
| <b>HISTORICAL ACCURACY</b>     | <input type="checkbox"/> Historical information is accurate                                                                                                                    | <input type="checkbox"/> Historical information includes only minor errors                                                                                              | <input type="checkbox"/> Historical information includes several errors that impede understanding                                                             | <input type="checkbox"/> Historical information includes major errors that impede understanding                                                                                     |             |
| <b>SIGNIFICANCE IN HISTORY</b> | <input type="checkbox"/> Draws an evidence-based conclusion about the topic's significance in history<br><input type="checkbox"/> Analyzes the short-term and long-term impact | <input type="checkbox"/> Draws a reasoned conclusion about the topic's significance in history<br><input type="checkbox"/> Explains the short-term and long-term impact | <input type="checkbox"/> Draws a conclusion about the topic's significance in history<br><input type="checkbox"/> Explains the short-term OR long-term impact | <input type="checkbox"/> Attempts to draw a conclusion about the topic's significance in history<br><input type="checkbox"/> Attempts to explain the short-term OR long-term impact |             |
| <b>STUDENT VOICE</b>           | <input type="checkbox"/> Student ideas, analysis, argument, and conclusions are original and persuasive                                                                        | <input type="checkbox"/> Student ideas are distinct from research                                                                                                       | <input type="checkbox"/> Student ideas reflect research                                                                                                       | <input type="checkbox"/> Student ideas are difficult to discern from research                                                                                                       |             |

## STRENGTHS & AREAS FOR IMPROVEMENT

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

## STRENGTHS & AREAS FOR IMPROVEMENT

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**CLARITY OF PRESENTATION - 20%**

|                         | SUPERIOR                                                                                                                                                                                                                                  | EXCELLENT                                                                                                                                                                                                           | GOOD                                                                                                                                                                                                                    | FAIR                                                                                                                                                                                                                                       | NOT EVIDENT |
|-------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| <b>WRITTEN MATERIAL</b> | <input type="checkbox"/> Presents written material that is appropriate to the topic and easily understood<br><br><input type="checkbox"/> Provides clear, concise, articulate text that does not contain grammatical or mechanical errors | <input type="checkbox"/> Presents written material that is appropriate to the topic and can be mostly understood<br><br><input type="checkbox"/> Provides text that contains minor grammatical or mechanical errors | <input type="checkbox"/> Presents written material that is appropriate to the topic but is difficult to understand<br><br><input type="checkbox"/> Provides text that contains several grammatical or mechanical errors | <input type="checkbox"/> Presents written material that is not appropriate to the topic or not understandable<br><br><input type="checkbox"/> Provides text that contains major grammatical or mechanical errors that impede understanding |             |
| <b>TECHNICAL</b>        | <input type="checkbox"/> Contains citations in an NHD-approved format to consistently and correctly credit quotations and paraphrased information                                                                                         | <input type="checkbox"/> Contains citations in an NHD-approved format to credit quotations and paraphrased information                                                                                              | <input type="checkbox"/> Contains citations in some format to credit quotations and paraphrased information                                                                                                             | <input type="checkbox"/> Does not include citations to credit quotations and paraphrased information                                                                                                                                       |             |

Paper is 1,500 to 2,500 words.

☐ Yes    ☐ No

Entry includes citations.

☐ Yes    ☐ No

Process Paper is submitted.

☐ Yes    ☐ No

Annotated Bibliography is submitted.

☐ Yes    ☐ No

Process Paper and Paper word counts are listed on the Title Page

☐ Yes    ☐ No

## GENERAL COMMENTS

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**OVER**

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

## STRENGTHS & AREAS FOR IMPROVEMENT

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**CLARITY OF PRESENTATION - 20%**

|             | SUPERIOR                                                                                                                                                                                                 | EXCELLENT                                                                                                                                                       | GOOD                                                                                                                                                                                   | FAIR                                                                                                                                                                  | NOT EVIDENT |
|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| PERFORMANCE | <input type="checkbox"/> Presents a theatrical performance with a well-developed dramatic arc<br><input type="checkbox"/> Speech is consistently articulate, easy to understand, and appropriately paced | <input type="checkbox"/> Presents a theatrical performance with a clear dramatic arc<br><input type="checkbox"/> Speech is mostly clear and appropriately paced | <input type="checkbox"/> Presents a theatrical performance with a basic dramatic arc<br><input type="checkbox"/> Speech is somewhat clear and appropriate but with inconsistent pacing | <input type="checkbox"/> Does not present a theatrical performance with a dramatic arc<br><input type="checkbox"/> Speech is unclear and pacing impedes understanding |             |
| TECHNICAL   | <input type="checkbox"/> Offers a well-practiced, polished performance<br><input type="checkbox"/> Conveys appropriate emotion through tone of voice and movement                                        | <input type="checkbox"/> Offers a practiced performance<br><input type="checkbox"/> Conveys mostly appropriate emotion through tone of voice and movement       | <input type="checkbox"/> Performance indicates some practice<br><input type="checkbox"/> Conveys some appropriate emotion through tone of voice and movement                           | <input type="checkbox"/> Performance indicates little practice<br><input type="checkbox"/> Does not convey appropriate emotion through tone of voice and movement     |             |

Time is  $\leq$  ten minutes.

☐ No

Media devices (optional) are student operated.

☐ No    ☐ Not applicable

Process Paper is submitted.

☐ No

Annotated Bibliography is submitted.

☐ No

Process Paper word count is listed on the Title Page.

☐ No

## GENERAL COMMENTS

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| <b>PRIMARY SOURCES</b>         | <input type="checkbox"/> Primary sources develop the historical argument                                                                                                       | <input type="checkbox"/> Primary sources support the historical argument                                                                                                | <input type="checkbox"/> Primary sources illustrate the historical argument                                                                                   | <input type="checkbox"/> Primary sources are present, but do not connect to the historical argument                                                                                 |             |
| <b>HISTORICAL CONTEXT</b>      | <input type="checkbox"/> Analyzes the short-term and long-term causes of the historical event(s)                                                                               | <input type="checkbox"/> Identifies the short-term and long-term causes of the historical event(s)                                                                      | <input type="checkbox"/> Explains the causes of the historical event(s)                                                                                       | <input type="checkbox"/> Identifies key people, events, and ideas leading to the historical event(s)                                                                                |             |
| <b>MULTIPLE PERSPECTIVES</b>   | <input type="checkbox"/> Integrates multiple perspectives throughout the historical argument                                                                                   | <input type="checkbox"/> Demonstrates how multiple perspectives shape the topic                                                                                         | <input type="checkbox"/> Includes more than one perspective                                                                                                   | <input type="checkbox"/> Provides only one perspective                                                                                                                              |             |
| <b>HISTORICAL ACCURACY</b>     | <input type="checkbox"/> Historical information is accurate                                                                                                                    | <input type="checkbox"/> Historical information includes only minor errors                                                                                              | <input type="checkbox"/> Historical information includes several errors that impede understanding                                                             | <input type="checkbox"/> Historical information includes major errors that impede understanding                                                                                     |             |
| <b>SIGNIFICANCE IN HISTORY</b> | <input type="checkbox"/> Draws an evidence-based conclusion about the topic's significance in history<br><input type="checkbox"/> Analyzes the short-term and long-term impact | <input type="checkbox"/> Draws a reasoned conclusion about the topic's significance in history<br><input type="checkbox"/> Explains the short-term and long-term impact | <input type="checkbox"/> Draws a conclusion about the topic's significance in history<br><input type="checkbox"/> Explains the short-term OR long-term impact | <input type="checkbox"/> Attempts to draw a conclusion about the topic's significance in history<br><input type="checkbox"/> Attempts to explain the short-term OR long-term impact |             |
| <b>STUDENT VOICE</b>           | <input type="checkbox"/> Student ideas, analysis, argument, and conclusions are original and persuasive                                                                        | <input type="checkbox"/> Student ideas are distinct from research                                                                                                       | <input type="checkbox"/> Student ideas reflect research                                                                                                       | <input type="checkbox"/> Student ideas are difficult to discern from research                                                                                                       |             |

## STRENGTHS & AREAS FOR IMPROVEMENT

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| CLARITY OF PRESENTATION - 20% |                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                         |             |
|-------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
|                               | SUPERIOR                                                                                                                                                                                                                                                                                                                                                                                 | EXCELLENT                                                                                                                                                                                                                                                                                                                                                                 | GOOD                                                                                                                                                                                                                                                                                                                                                                                 | FAIR                                                                                                                                                                                                                                                                                                                                                                                    | NOT EVIDENT |
| WRITTEN MATERIAL AND VISUALS  | <input type="checkbox"/> Presents written material that is appropriate to the topic and easily understood<br><br><input type="checkbox"/> Provides clear, concise, articulate text that does not contain grammatical or mechanical errors<br><br><input type="checkbox"/> Provides media that enhances the topic (optional)                                                              | <input type="checkbox"/> Presents written material that is appropriate to the topic and can be mostly understood<br><br><input type="checkbox"/> Provides text that contains minor grammatical or mechanical errors<br><br><input type="checkbox"/> Provides media that is appropriate to the topic (optional)                                                            | <input type="checkbox"/> Presents written material that is appropriate to the topic but is difficult to understand<br><br><input type="checkbox"/> Provides text that contains several grammatical or mechanical errors<br><br><input type="checkbox"/> Provides media that is somewhat appropriate to the topic (optional)                                                          | <input type="checkbox"/> Presents written material that is not appropriate to the topic or not understandable<br><br><input type="checkbox"/> Provides text that contains major grammatical or mechanical errors that impede understanding<br><br><input type="checkbox"/> Provides media that is not appropriate to the topic (optional)                                               |             |
| TECHNICAL                     | <input type="checkbox"/> Presents all visual material clearly<br><br><input type="checkbox"/> Structures website through segmentation and orientation<br><br><input type="checkbox"/> Selects font, formatting, and color that strongly enhance readability and are highly appropriate to the topic<br><br><input type="checkbox"/> Makes strong and appropriate use of website elements | <input type="checkbox"/> Presents most visual material clearly<br><br><input type="checkbox"/> Mostly structures website through segmentation and orientation<br><br><input type="checkbox"/> Selects font, formatting, and color that adequately enhance readability and are appropriate to the topic<br><br><input type="checkbox"/> Makes good use of website elements | <input type="checkbox"/> Presents some visual material clearly<br><br><input type="checkbox"/> Attempts to structure website through segmentation and orientation<br><br><input type="checkbox"/> Selects font, formatting, and color that begin to enhance readability and are somewhat appropriate to the topic<br><br><input type="checkbox"/> Makes some use of website elements | <input type="checkbox"/> Does not present visual material clearly<br><br><input type="checkbox"/> Little or no attempt to structure website through segmentation and orientation<br><br><input type="checkbox"/> Font, formatting, and color do not enhance readability or are not appropriate to the topic<br><br><input type="checkbox"/> Does not take advantage of website elements |             |

- 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 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
- Home page contains required information.
☐ Yes
☐ No

GENERAL COMMENTS