

Project Title:

Student Name(s):

Category/Division:

Time and Location:

Entry ID:

HISTORICAL QUALITY - 80%

	EXEMPLARY	PROFICIENT	DEVELOPING	NOVICE	NOT EVIDENT
HISTORICAL ARGUMENT (THESIS OR CLAIM)	<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"/>
THEME	<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"/>
WIDE RESEARCH	<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"/>
PRIMARY SOURCES	<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"/>
HISTORICAL CONTEXT	<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"/>
MULTIPLE PERSPECTIVES	<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"/>
HISTORICAL ACCURACY	<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"/>
SIGNIFICANCE IN HISTORY	<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

CLARITY OF PRESENTATION - 20%

	EXEMPLARY	PROFICIENT	DEVELOPING	NOVICE	NOT EVIDENT
WRITTEN MATERIAL AND VISUALS	<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"/>
TECHNICAL	<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"/>
STUDENT VOICE	<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
