

Project Title: Student Name: Category/Division: Time and Location:

HISTORY DAY	DRY DAY Entry ID:									
HISTORICAL QUALITY - 80%										
	EXEMPLARY	PROFICIENT	DEVELOPING	NOVICE	NOT EVIDENT					
HISTORICAL Argument (Thesis or Claim)	☐ Historical argument is consistently supported by analysis and evidence.	☐ Historical argument is mostly supported by analysis and evidence.	☐ Historical argument is somewhat supported by analysis and evidence.	☐ Historical argument is supported by minimal analysis or evidence.						
THEME	☐ Annual theme is consistently clear and connected to the topic in the project and argument.	☐ Annual theme is mostly clear and connected to the topic in the project and argument.	☐ Annual theme is somewhat clear and connected to the topic in the project and argument.	☐ Annual theme has minimal clarity and the connection to the topic in the project and argument is unclear.						
WIDE Research	☐ Bibliography includes an extensive variety of types of available sources.	☐ Bibliography includes a sufficient variety of types of available sources.	☐ Bibliography includes a moderate variety of types of available sources.	☐ Bibliography includes a limited variety of types of available sources.						
PRIMARY Sources	☐ Primary sources consistently support the historical argument.	☐ Primary sources mostly support the historical argument.	☐ Primary sources somewhat support the historical argument.	☐ Primary sources are present but do not necessarily support the historical argument.						
HISTORICAL Context	☐ Relevant connections to the topic's time and place are consistently made and analyzed.	Relevant connections to the topic's time and place are mostly made and analyzed.	Relevant connections to the topic's time and place are somewhat made and analyzed.	Relevant connections to the topic's time and place are limited.						
MULTIPLE Perspectives	☐ Varied perspectives are consistently included throughout the project.	☐ Varied perspectives are mostly included throughout the project.	☐ Varied perspectives are somewhat included throughout the project.	☐ Varied perspectives are included in a limited way.						
HISTORICAL Accuracy	☐ Historical information is consistently accurate, credible, and without critical omissions.	☐ Historical information is mostly accurate, credible, and without critical omissions.	☐ Historical information is somewhat accurate, credible, and without critical omissions.	☐ Historical information has limited accuracy, credibility, or critical omissions that impede understanding.						
SIGNIFICANCE In History	☐ The impact of the topic is consistently analyzed in the conclusion.	☐ The impact of the topic is mostly analyzed in the conclusion.	☐ The impact of the topic is somewhat analyzed in the conclusion.	☐ The impact of the topic is mentioned.						
STRENGTHS & AREAS FOR IMPROVEMENT										

CLARITY OF PRESENTATION - 20%									
	EXEMPLARY	PROFICIENT	DEVELOPING	NOVICE	NOT EVIDENT				
WRITTEN MATERIAL	☐ Text is consistently clear, concise, free of grammatical or mechanical errors, and appropriate to the topic.	☐ Text is mostly clear, concise, free of grammatical or mechanical errors, and appropriate to the topic.	☐ Text is somewhat clear, concise, free of grammatical or mechanical errors, and appropriate to the topic.	☐ Text contains major grammatical or mechanical errors that impede understanding. Text has limited appropriateness to the topic.					
TECHNICAL	☐ Citations are consistently written in an NHD-approved format.	☐ Citations are mostly written in an NHD-approved format.	☐ Citations are sometimes written in an NHD-approved format.	☐ Citations are not written in an NHD-approved format.					
	☐ Citations consistently credit quotations and paraphrased information.	☐ Citations mostly credit quotations and paraphrased information.	☐ Citations sometimes credit quotations and paraphrased information.	☐ Citations rarely credit quotations and paraphrased information.					
STUDENT VOICE	☐ Student analysis is consistently clear and balanced between their own words/ideas and supporting evidence.	☐ Student analysis is mostly clear and balanced between their own words/ideas and supporting evidence.	☐ Student analysis is somewhat clear and balanced between their own words/ideas and supporting evidence.	☐ Student analysis is limited in clarity and balance between their own words/ideas and supporting evidence.					
Annotated Biblio Annotated Biblio Annotations do	citations. Is submitted. Is submitted. Is submitted on the ography is submitted. Is separated into post of three separated two to three separated.	orimary and secondary sou	☐ Yes	□ No	e				