

D PERFORMANCE

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)	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			
PERFORMANCE	 Dramatic arc consistently advances the historical argument. 	Dramatic arc mostly advances the historical argument.	Dramatic arc somewhat advances the historical argument.	Dramatic arc has limited connection to the historical argument.				
	☐ Characters and scenes are consistently developed and connected to the historical argument.	☐ Characters and scenes are mostly developed and connected to the historical argument.	□ Characters and scenes are somewhat developed and connected to the historical argument.	□ Characters and scenes are limited in development and connection to the historical argument.				
TECHNICAL	□ Speech is consistently clear, effective, expressive, and appropriately paced.	□ Speech is mostly clear, effective, expressive, and appropriately paced.	□ Speech is somewhat clear, effective, expressive, and appropriately paced.	☐ Speech is limited in clarity, effectiveness, expressiveness, and pacing.				
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.				

Time is \leq 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	