

| | | 4- Superior | 3- Excellent | 2- Good | 1- Needs Improvement |
|--------------------------------------|---|---|---|--|--|
| Historical Quality (60%) | Historically accurate | Main ideas are supported by facts, which are consistently supported by strong evidence (primary sources). Entry contains no obviously inaccurate information. | Main ideas are supported by facts, which are generally supported by strong evidence (primary sources). Entry contains no obviously inaccurate information. | Entry would be improved with more evidence. Entry contains few obviously inaccurate historical information. | Entry raises questions about the accuracy of facts, or facts seem correct, but are supported by little or no evidence. |
| | Shows analysis & interpretation <ul style="list-style-type: none"> Has an obvious thesis statement Evidence supports thesis statement | Entry has a clear and concise thesis (argument or claim). The thesis is supported by thoughtful analysis and interpretation, which acknowledges strengths and weaknesses of the historical evidence. | Entry has a mostly clear and concise thesis (argument or claim). The thesis is mostly supported by thoughtful analysis and interpretation, but could be improved with more extensive acknowledgment of the strengths and weaknesses of the historical evidence. | The thesis is not clearly stated. Entry includes more description than analysis and interpretation. | Entry has no clear thesis and only describes people or events without analysis or interpretation. |
| | Places topic in historical context, explains background, & short-term & long-term impacts | Entry includes accurate and appropriate references to the time period by specifying the political, economic, social, and cultural influences (events, ideas, people, places, and objects). Entry shows historical perspective, the causes and consequences of an event, and the relationship of a local topic to larger trends or events. | Entry includes accurate and appropriate references to the time period, but may only specify some of the pertinent political, economic, social, and cultural influences. Entry may show historical perspective, the causes and consequences of an event, or the relationship of a local topic to larger trends or events, but fails to address all of these. | Entry only refers to the time period, and may mention surrounding events, ideas, people, and objects, but does not demonstrate how they illustrate the political, economic, social, and cultural influences of the time. The causes and consequences of the topic, or the relation of a local topic to a larger trend are not fully developed. | Entry refers to the time period in non-specific ways. Entry is only descriptive and does not analyze the topic's causes and consequences. |
| | Shows wide research (books, newspapers, websites, archives, interviews, etc.) | Varied sources (primary and secondary) are used to advance the entry's thesis and analysis. Interpretation and conclusions are based on solid research. | Varied sources are used, and mostly advance the entry's thesis or analysis. Entry could be improved with more solid interpretation and conclusions. | Some variety of sources (primary and secondary) is used, but interpretation and conclusions could be enriched by more and a wider variety of sources. | The sources are not diverse (they may be mostly secondary), and their relation to the thesis is not clear. |
| | Uses <i>available</i> primary sources (sources from the time of the actual event) | Entry thoroughly examines the various types and varieties of primary sources available from the time. | Uses many primary sources, but may focus on a particular type of source, while leaving out others. | Uses some of the available primary sources, but obviously leaves out important and accessible sources. | Uses few of the available primary sources, or has selected a topic where sufficient primary source evidence is not available/accessible. |
| | Research is balanced (shows more than one perspective) | Entry adequately uses sources (both primary and secondary) to address and analyze all of the relevant perspectives and points of view. | Entry generally uses sources (both primary and secondary) to address most of the relevant perspectives., but could be improved by more thoroughly analyzing those points of view. | Entry only addresses one perspective or point of view, and may or may not incorporate analysis regarding that perspective or point of view. | Entry mentions a single perspective or point of view, but fails to analyze it. |
| Relation to Theme (20%) | Clearly relates topic to theme (this should be obvious in the thesis) | Entry clearly addresses the theme in their thesis and conclusion, and develops the theme with their primary source evidence throughout the entirety of their project. | Entry addresses the theme in the thesis and conclusions, and develops the theme with their primary sources through some of their project. | Entry addresses the theme in their thesis and conclusion, but not clearly and explicitly. Theme is developed minimally throughout their project. | Entry does not clearly address the theme anywhere in the project. |
| | Demonstrates <i>significance of topic in history</i> & draws conclusions | Entry clearly states the importance of their topic in history and supports their claims with primary source evidence. Short- and long-term impacts draw conclusions about the importance of the event. | Entry states the importance of the topic in history, and sometimes supports their claims with evidence. May draw some short- and long-term impacts. | Entry does not clearly state the importance of their topic in history, and rarely supports their claims with evidence. Entry draws few impacts. | Entry does not demonstrate the importance of their topic or draw impacts. |
| Clarity of Presentation (20%) | Presentation and written material original, clear, appropriate, organized, articulate | Web pages are well organized with the title, sections divisions, and main message clear and easy to recognize. Multimedia is clearly captioned and enhances the message of the website. The entrant has master the technical skills required. | Web pages are organized with the title, section division, and the main message clear and easy to recognize; may have minor organizational issues. Most of the photographs, images, and supplemental information support the textual material. There may be a few images, etc. without captions or supporting textual information. The entrant has proficiency with the technical skills required. | Entry is neat and includes section divisions and main message, but they are a little hard to find initially. The entry could be improved by more focused (or fewer) images and supplemental information and clearer captions that relate to the message of the website. Technical skills could be improved. | Entry shows evidence of organization, buy sections divisions and main message need to be clearer and easier to recognize. Written material may contain some errors in articulation. Labels and captions do not enhance the message of the exhibit. |
| | Exhibit is organized, has visual impact, correctly uses maps, photos, etc. | Entry is visually effective and utilizes images and artifacts (such as maps, photos, models, etc.) to communicate central points. The overall appearance is pleasing. The entry is best suited to the website category. | Entry is visually effective and uses images and artifacts to communicate central points. Entry may be improved by diversifying the types of images and artifacts used. The overall appearance is generally pleasing. The entry is appropriate to the website category. | Entry utilizes visual displays buy relies on text more than visual impact to communicate central points. | Entry utilizes visual display and text but images so not always communicate central points. Entry may be cluttered, or entry is sparse and needs more visual and multimedia impact. |
| Rules Compliance* | 1200 Word Limit Annotated Bibliography Process Paper Multimedia 45 Seconds | YES YES YES YES | NO NO NO NO | | |

*Note: Rules violations do not disqualify the project but may affect the ranking. The only disqualifiable offenses are plagiarism, reusing a project, and tampering with another project.

WEBSITE

HIGH SCHOOL

| | | 4- Superior | 3- Excellent | 2- Good | 1- Needs Improvement |
|--------------------------------------|---|-------------|--------------|---------|----------------------|
| Historical Quality (60%) | Historically accurate | | | | |
| | Shows analysis & interpretation <ul style="list-style-type: none"> Has an obvious thesis statement Evidence supports thesis statement | | | | |
| | Places topic in historical context, explains background, & short-term & long-term impacts | | | | |
| | Shows wide research (books, newspapers, websites, archives, interviews, etc.) | | | | |
| | Uses <i>available</i> primary sources (sources from the time of the actual event) | | | | |
| | Research is balanced (shows more than one perspective) | | | | |
| | | | | | |
| Relation to Theme (20%) | Clearly relates topic to theme (this should be obvious in the thesis) | | | | |
| | Demonstrates <i>significance of topic in history</i> & draws conclusions | | | | |
| Clarity of Presentation (20%) | Presentation and written material original, clear, appropriate, organized, articulate | | | | |
| | Exhibit is organized, has visual impact, correctly uses maps, photos, etc. | | | | |
| Rules Compliance* | 1500-2500 Word Limit | YES | NO | | |
| | Annotated Bibliography | YES | NO | | |
| | Process Paper | YES | NO | | |
| | Multimedia 45 Seconds | YES | NO | | |

*Note: Rules violations do not disqualify the project but may affect the ranking. The only disqualifiable offenses are plagiarism and reusing a project

Rules Summary

- Must be constructed on NHD's Weebly site (nhd.weebly.com).
- 1,200 student composed words or less.
- Must have a home page that lists the project title, student name(s), and division.
- 100 MB size limit (Weebly will prevent students from adding content beyond 100 MB).
- All content must be on the site—No outside links.
- Multimedia is limited to four minutes total for the entire website.
- Students must briefly credit all visual and written sources on the site
- Process paper and annotated bibliography must appear on the site.
- Process paper title page includes student composed word count on website and process paper word count.