

Project Title:

Student Name(s):

Category/Division:

Time and Location:

Entry ID:

**HISTORICAL QUALITY - 80%**

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

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**CLARITY OF PRESENTATION - 20%**

	<b>EXEMPLARY</b>	<b>PROFICIENT</b>	<b>DEVELOPING</b>	<b>NOVICE</b>	<b>NOT EVIDENT</b>
<b>AUDIO AND VISUALS</b>	<input type="checkbox"/> Audio is consistently appropriate and easy to understand. <input type="checkbox"/> Visuals are consistently appropriate and support the narrative.	<input type="checkbox"/> Audio is mostly appropriate and easy to understand. <input type="checkbox"/> Visuals are mostly appropriate and support the narrative.	<input type="checkbox"/> Audio is somewhat appropriate and easy to understand. <input type="checkbox"/> Visuals are somewhat appropriate and support the narrative.	<input type="checkbox"/> Audio is appropriate in limited instances or impedes understanding. <input type="checkbox"/> Visuals are appropriate in limited instances.	<input type="checkbox"/>  <input type="checkbox"/>
<b>TECHNICAL</b>	<input type="checkbox"/> Narration is consistently free of mechanical or grammatical errors. <input type="checkbox"/> Volume of audio components is consistently even.	<input type="checkbox"/> Narration is mostly free of mechanical or grammatical errors. <input type="checkbox"/> Volume of audio components is mostly even.	<input type="checkbox"/> Narration is somewhat free of mechanical or grammatical errors. <input type="checkbox"/> Volume of audio components is somewhat even.	<input type="checkbox"/> Narration contains major grammatical or mechanical errors that impede understanding. <input type="checkbox"/> Volume of audio components is mostly uneven.	<input type="checkbox"/>  <input type="checkbox"/>
<b>STUDENT VOICE</b>	<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"/>

- Time is ≤ ten minutes.  Yes  No
- Entry is student-produced.  Yes  No
- Entry includes source credits at the end.  Yes  No
- 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

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