

| HISTORICAL QUALITY - 80% | | | | | |
|--------------------------------|--|---|---|---|-------------|
| | SUPERIOR | EXCELLENT | GOOD | FAIR | NOT EVIDENT |
| HISTORICAL ARGUMENT | <input type="checkbox"/> Well-formulated historical argument supported by thorough analysis <input type="checkbox"/> Annual theme woven throughout the project | <input type="checkbox"/> Historical argument supported by some analysis <input type="checkbox"/> Annual theme addressed in the project | <input type="checkbox"/> Basic historical argument supported by basic analysis <input type="checkbox"/> Annual theme mentioned in the project | <input type="checkbox"/> Weak historical argument with little or no analysis <input type="checkbox"/> Annual theme connection is unclear | |
| WIDE RESEARCH | <input type="checkbox"/> Integrates body of credible research into a fully developed historical argument | <input type="checkbox"/> Provides a body of detailed and credible information | <input type="checkbox"/> Provides a body of credible information | <input type="checkbox"/> Provides a body of mostly credible information | |
| PRIMARY SOURCES | <input type="checkbox"/> Primary sources develop the historical argument | <input type="checkbox"/> Primary sources support the historical argument | <input type="checkbox"/> Primary sources illustrate the historical argument | <input type="checkbox"/> Primary sources are present, but do not connect to the historical argument | |
| HISTORICAL CONTEXT | <input type="checkbox"/> Analyzes the short-term and long-term causes of the historical event(s) | <input type="checkbox"/> Identifies the short-term and long-term causes of the historical event(s) | <input type="checkbox"/> Explains the causes of the historical event(s) | <input type="checkbox"/> Identifies key people, events, and ideas leading to the historical event(s) | |
| MULTIPLE PERSPECTIVES | <input type="checkbox"/> Integrates multiple perspectives throughout the historical argument | <input type="checkbox"/> Demonstrates how multiple perspectives shape the topic | <input type="checkbox"/> Includes more than one perspective | <input type="checkbox"/> Provides only one perspective | |
| HISTORICAL ACCURACY | <input type="checkbox"/> Historical information is accurate | <input type="checkbox"/> Historical information includes only minor errors | <input type="checkbox"/> Historical information includes several errors that impede understanding | <input type="checkbox"/> Historical information includes major errors that impede understanding | |
| SIGNIFICANCE IN HISTORY | <input type="checkbox"/> Draws an evidence-based conclusion about the topic's significance in history <input type="checkbox"/> Analyzes the short-term and long-term impact | <input type="checkbox"/> Draws a reasoned conclusion about the topic's significance in history <input type="checkbox"/> Explains the short-term and long-term impact | <input type="checkbox"/> Draws a conclusion about the topic's significance in history <input type="checkbox"/> Explains the short-term OR long-term impact | <input type="checkbox"/> Attempts to draw a conclusion about the topic's significance in history <input type="checkbox"/> Attempts to explain the short-term OR long-term impact | |
| STUDENT VOICE | <input type="checkbox"/> Student ideas, analysis, argument, and conclusions are original and persuasive | <input type="checkbox"/> Student ideas are distinct from research | <input type="checkbox"/> Student ideas reflect research | <input type="checkbox"/> Student ideas are difficult to discern from research | |

STRENGTHS & AREAS FOR IMPROVEMENT

CLARITY OF PRESENTATION - 20%

| | SUPERIOR | EXCELLENT | GOOD | FAIR | NOT EVIDENT |
|--------------------------|--|---|--|---|--------------------|
| AUDIO AND VISUALS | <input type="checkbox"/> Presents audio that enhances topic and is clear and easy to understand <input type="checkbox"/> Provides visual sources that enhance topic | <input type="checkbox"/> Presents audio that is appropriate to topic and easy to understand <input type="checkbox"/> Provides visual sources that are appropriate to topic | <input type="checkbox"/> Presents audio that is somewhat appropriate to topic and can usually be followed <input type="checkbox"/> Provides visual sources that are somewhat appropriate to topic | <input type="checkbox"/> Presents audio that is not appropriate to topic or is hard to follow <input type="checkbox"/> Provides visual sources that are not appropriate to topic | |
| TECHNICAL | <input type="checkbox"/> Provides articulate narration that does not contain grammatical or mechanical errors <input type="checkbox"/> Provides visuals that are clearly focused <input type="checkbox"/> Volume of audio components is even | <input type="checkbox"/> Provides narration that contains minor grammatical or mechanical errors <input type="checkbox"/> Provides visuals that are mostly clearly focused <input type="checkbox"/> Volume of audio components is mostly even | <input type="checkbox"/> Provides narration that contains several grammatical or mechanical errors <input type="checkbox"/> Provides visuals with some blurriness <input type="checkbox"/> Volume of audio components is uneven at times | <input type="checkbox"/> Provides narration that contains major grammatical or mechanical errors that impede understanding <input type="checkbox"/> Provides visuals with significant blurriness <input type="checkbox"/> Volume of audio components is mostly uneven | |

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

Annotated Bibliography is submitted.

Yes No

Process Paper word count is listed on the Title Page.

Yes No

GENERAL COMMENTS
