

| 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
