

CLARITY OF PRESENTATION - 20%

	EXEMPLARY	PROFICIENT	DEVELOPING	NOVICE	NOT EVIDENT
AUDIO AND VISUALS	<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"/>
TECHNICAL	<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"/>
STUDENT VOICE	<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

PERFORMANCE

HISTORICAL QUALITY - 80%

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

HISTORICAL QUALITY - 80%

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

CLARITY OF PRESENTATION - 20%

	EXEMPLARY	PROFICIENT	DEVELOPING	NOVICE	NOT EVIDENT
WRITTEN MATERIAL AND VISUALS	<input type="checkbox"/> Text is consistently clear, concise, free of grammatical or mechanical errors, and appropriate to the topic. <input type="checkbox"/> Visuals and media are consistently connected to the argument and enhance the topic.	<input type="checkbox"/> Text is mostly clear, concise, free of grammatical or mechanical errors, and appropriate to the topic. <input type="checkbox"/> Visuals and media are mostly connected to the argument and enhance the topic.	<input type="checkbox"/> Text is somewhat clear, concise, free of grammatical or mechanical errors, and appropriate to the topic. <input type="checkbox"/> Visuals and media are somewhat connected to the argument and enhance the topic.	<input type="checkbox"/> Text contains major grammatical or mechanical errors that impede understanding. Text has limited appropriateness to the topic. <input type="checkbox"/> Visuals and media have limited connection to the argument and may not enhance the topic.	<input type="checkbox"/> <input type="checkbox"/>
TECHNICAL	<input type="checkbox"/> Exhibit is consistently clear in structure and organization. <input type="checkbox"/> Font and color choice consistently enhance readability and are appropriate to the topic.	<input type="checkbox"/> Exhibit is mostly clear in structure and organization. <input type="checkbox"/> Font and color choice mostly enhance readability and are appropriate to the topic.	<input type="checkbox"/> Exhibit is somewhat clear in structure and organization. <input type="checkbox"/> Font and color choice somewhat enhance readability and are appropriate to the topic.	<input type="checkbox"/> Exhibit has limited structure and organization. <input type="checkbox"/> Font and color choice limit readability and have limited connection to the topic.	<input type="checkbox"/> <input type="checkbox"/>
STUDENT VOICE	<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"/>

- Exhibit is ≤ 40" wide x 72" tall x 30" deep or 30" in diameter or diagonal. Yes No
- Exhibit contains no more than 500 student-composed words. Yes No
- Visuals and quotes are credited on the exhibit. Yes No
- Media devices (optional) total run time is ≤ two minutes. 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
