

## NHD **DOCUMENTARY**

HISTORICAL QUALITY - 80%						
	EXEMPLARY	PROFICIENT	DEVELOPING	NOVICE	NOT EVIDENT	
HISTORICAL Argument (Thesis or Claim)	Historical argument is consistently supported by analysis and evidence.	Historical argument is mostly supported by analysis and evidence.	☐ Historical argument is somewhat supported by analysis and evidence.	Historical argument is supported by minimal analysis or evidence.		
THEME	Annual theme is consistently clear and connected to the topic in the project and argument.	☐ Annual theme is mostly clear and connected to the topic in the project and argument.	☐ Annual theme is somewhat clear and connected to the topic in the project and argument.	☐ Annual theme has minimal clarity and the connection to the topic in the project and argument is unclear.		
WIDE Research	<ul> <li>Bibliography includes an extensive variety of types of available sources.</li> </ul>	<ul> <li>Bibliography includes a sufficient variety of types of available sources.</li> </ul>	Bibliography includes a moderate variety of types of available sources.	Bibliography includes a limited variety of types of available sources.		
PRIMARY Sources	Primary sources consistently support the historical argument.	Primary sources mostly support the historical argument.	Primary sources somewhat support the historical argument.	Primary sources are present but do not necessarily support the historical argument.		
HISTORICAL Context	Relevant connections to the topic's time and place are consistently made and analyzed.	Relevant connections to the topic's time and place are mostly made and analyzed.	Relevant connections to the topic's time and place are somewhat made and analyzed.	Relevant connections to the topic's time and place are limited.		
MULTIPLE Perspectives	Varied perspectives are consistently included throughout the project.	Varied perspectives are mostly included throughout the project.	Varied perspectives are somewhat included throughout the project.	Varied perspectives are included in a limited way.		
HISTORICAL Accuracy	Historical information is consistently accurate, credible, and without critical omissions.	Historical information is mostly accurate, credible, and without critical omissions.	Historical information is somewhat accurate, credible, and without critical omissions.	☐ Historical information has limited accuracy, credibility, or critical omissions that impede understanding.		
SIGNIFICANCE In History	The impact of the topic is consistently analyzed in the conclusion.	The impact of the topic is mostly analyzed in the conclusion.	The impact of the topic is somewhat analyzed in the conclusion.	The impact of the topic is mentioned.		

CLARITY OF PRESENTATION - 20%						
	EXEMPLARY	PROFICIENT	DEVELOPING	NOVICE	NOT EVIDENT	
	Audio is consistently appropriate and easy to understand.	Audio is mostly appropriate and easy to understand.	Audio is somewhat appropriate and easy to understand.	<ul> <li>Audio is appropriate in limited instances or impedes understanding.</li> </ul>		
AUDIO AND Visuals	Visuals are consistently appropriate and support the narrative.	Visuals are mostly appropriate and support the narrative.	Visuals are somewhat appropriate and support the narrative.	Visuals are appropriate in limited instances.		
TECHNICAL	Narration is consistently free of mechanical or grammatical errors.	Narration is mostly free of mechanical or grammatical errors.	Narration is somewhat free of mechanical or grammatical errors.	Narration contains major grammatical or mechanical errors that impede understanding.		
LOIMOAL	Volume of audio components is consistently even.	□ Volume of audio components is mostly even.	Volume of audio components is somewhat even.	Volume of audio components is mostly uneven.		
STUDENT VOICE	☐ Student analysis is consistently clear and balanced between their own words/ideas and supporting evidence.	Student analysis is mostly clear and balanced between their own words/ideas and supporting evidence.	Student analysis is somewhat clear and balanced between their own words/ideas and supporting evidence.	☐ Student analysis is limited in clarity and balance between their own words/ideas and supporting evidence.		

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



HISTORICAL QUALITY - 80%					
	EXEMPLARY	PROFICIENT	DEVELOPING	NOVICE	NOT EVIDENT
HISTORICAL Argument (thesis or Claim)	Historical argument is consistently supported by analysis and evidence.	Historical argument is mostly supported by analysis and evidence.	Historical argument is somewhat supported by analysis and evidence.	Historical argument is supported by minimal analysis or evidence.	
THEME	Annual theme is consistently clear and connected to the topic in the project and argument.	Annual theme is mostly clear and connected to the topic in the project and argument.	Annual theme is somewhat clear and connected to the topic in the project and argument.	Annual theme has minimal clarity and the connection to the topic in the project and argument is unclear.	
WIDE Research	Bibliography includes an extensive variety of types of available sources.	Bibliography includes a sufficient variety of types of available sources.	Bibliography includes a moderate variety of types of available sources.	Bibliography includes a limited variety of types of available sources.	
PRIMARY Sources	Primary sources consistently support the historical argument.	Primary sources mostly support the historical argument.	Primary sources somewhat support the historical argument.	Primary sources are present but do not necessarily support the historical argument.	
HISTORICAL Context	□ Relevant connections to the topic's time and place are consistently made and analyzed.	Relevant connections to the topic's time and place are mostly made and analyzed.	Relevant connections to the topic's time and place are somewhat made and analyzed.	□ Relevant connections to the topic's time and place are limited.	
MULTIPLE Perspectives	□ Varied perspectives are consistently included throughout the project.	Varied perspectives are mostly included throughout the project.	Varied perspectives are somewhat included throughout the project.	Varied perspectives are included in a limited way.	
HISTORICAL Accuracy	☐ Historical information is consistently accurate, credible, and without critical omissions.	Historical information is mostly accurate, credible, and without critical omissions.	Historical information is somewhat accurate, credible, and without critical omissions.	☐ Historical information has limited accuracy, credibility, or critical omissions that impede understanding.	
SIGNIFICANCE In History	☐ The impact of the topic is consistently analyzed in the conclusion.	☐ The impact of the topic is mostly analyzed in the conclusion.	☐ The impact of the topic is somewhat analyzed in the conclusion.	☐ The impact of the topic is mentioned.	

	CLARITY OF PRESENTATION - 20%						
	EXEMPLARY	PROFICIENT	DEVELOPING	NOVICE	NOT EVIDENT		
WRITTEN MATERIAL	Text is consistently clear, concise, free of grammatical or mechanical errors, and appropriate to the topic.	Text is mostly clear, concise, free of grammatical or mechanical errors, and appropriate to the topic.	ncise, free clear, concise, free major matical or of grammatical or mech ical errors, and imped				
TECHNICAL	☐ Citations are consistently written in an NHD-approved format.	☐ Citations are mostly written in an NHD- approved format.	Citations are sometimes written in an NHD-approved format.	☐ Citations are not written in an NHD- approved format.			
TECHNICAL	□ Citations consistently □ Citations mostly credit quotations and credit quotations and credit quotations and			<ul> <li>Citations rarely credit quotations and paraphrased information.</li> </ul>			
STUDENT VOICE	Student analysis is consistently clear and balanced between their own words/ideas and supporting evidence.	is mostly clear and somewhat clear and balanced between their own words/ideas and own		Student analysis is limited in clarity and balance between their own words/ideas and supporting evidence.			

Paper is 1,500 to 2,500 words.	🗖 Yes	🗖 No	
Entry includes citations.	🗖 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	
Any included appendices are cited in the body of the paper; appendices are limited.	□ Yes	🗖 No	□ Not applicable



# NHD PERFORMANCE

HISTORICAL QUALITY - 80%						
	EXEMPLARY	PROFICIENT	DEVELOPING	NOVICE	NOT EVIDENT	
HISTORICAL Argument (Thesis or Claim)	Historical argument is consistently supported by analysis and evidence.	Historical argument is mostly supported by analysis and evidence.	Historical argument is somewhat supported by analysis and evidence.	Historical argument is supported by minimal analysis or evidence.		
THEME	Annual theme is consistently clear and connected to the topic in the project and argument.	Annual theme is mostly clear and connected to the topic in the project and argument.	☐ Annual theme is somewhat clear and connected to the topic in the project and argument.	☐ Annual theme has minimal clarity and the connection to the topic in the project and argument is unclear.		
WIDE Research	Bibliography includes an extensive variety of types of available sources.	Bibliography includes a sufficient variety of types of available sources.	Bibliography includes a moderate variety of types of available sources.	Bibliography includes a limited variety of types of available sources.		
PRIMARY Sources	Primary sources consistently support the historical argument.	Primary sources mostly support the historical argument.	Primary sources somewhat support the historical argument.	Primary sources are present but do not necessarily support the historical argument.		
HISTORICAL Context	Relevant connections to the topic's time and place are consistently made and analyzed.	Relevant connections to the topic's time and place are mostly made and analyzed.	Relevant connections to the topic's time and place are somewhat made and analyzed.	Relevant connections to the topic's time and place are limited.		
MULTIPLE Perspectives	Varied perspectives are consistently included throughout the project.	Varied perspectives are mostly included throughout the project.	Varied perspectives are somewhat included throughout the project.	Varied perspectives are included in a limited way.		
HISTORICAL Accuracy	Historical information is consistently accurate, credible, and without critical omissions.	Historical information is mostly accurate, credible, and without critical omissions.	Historical information is somewhat accurate, credible, and without critical omissions.	☐ Historical information has limited accuracy, credibility, or critical omissions that impede understanding.		
SIGNIFICANCE In History	☐ The impact of the topic is consistently analyzed in the conclusion.	The impact of the topic is mostly analyzed in the conclusion.	☐ The impact of the topic is somewhat analyzed in the conclusion.	☐ The impact of the topic is mentioned.		

CLARITY OF PRESENTATION - 20%							
	EXEMPLARY PROFICIENT DEVELOPING NOVICE						
	<ul> <li>Dramatic arc consistently advances the historical argument.</li> </ul>	Dramatic arc mostly advances the historical argument.	Dramatic arc somewhat advances the historical argument.	Dramatic arc has limited connection to the historical argument.			
PERFORMANCE	□ Characters and scenes are consistently developed and connected to the historical argument. □ Characters and scenes are mostly developed and connected to the historical argument. □ Characters and scenes are somewhat developed and connected to the historical argument. □ Characters and scenes are somewhat developed and connected to the historical argument. □ Characters and scenes are somewhat developed and connected to the historical argument. □ Characters and scenes are somewhat developed and connected to the historical argument. □ Characters and scenes are somewhat developed and connected to the historical argument. □ Characters and scenes are somewhat developed and connected to the historical argument. □ Characters and scenes are limited in development and connection to the historical argument. □ Characters and scenes are limited in development and connection to the historical argument. □ Characters and scenes are limited in development and connection to the historical argument. □ Characters and scenes are limited in development and connection to the historical argument. □ Characters and scenes are limited in development and connection to the historical argument. □ Characters and scenes are limited in development and connection to the historical argument. □ Characters and scenes are limited in development and connection to the historical argument. □ Characters and scenes are limited in development and connection to the historical argument. □ Characters and scenes are limited in development and connection to the historical argument. □ Characters and scenes are limited in development and connection to the historical argument. □ Characters and scenes are limited in development and connection to the historical argument and		scenes are limited in development and connection to the				
TECHNICAL	□ Speech is consistently clear, effective, expressive, and appropriately paced.	□ Speech is mostly clear, effective, expressive, and appropriately paced.	□ Speech is somewhat clear, effective, expressive, and appropriately paced.	☐ Speech is limited in clarity, effectiveness, expressiveness, and pacing.			
STUDENT VOICE	☐ Student analysis is consistently clear and balanced between their own words/ideas and supporting evidence.	☐ Student analysis is mostly clear and balanced between their own words/ideas and supporting evidence.	□ Student analysis is somewhat clear and balanced between their own words/ideas and supporting evidence. □ Student analysis limited in clarity and balance between th own words/ideas ard supporting evidence.				

Time is $\leq$ ten minutes.	🗖 Yes	🗖 No	
Media devices (optional) are student operated.	🗖 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	



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CLARITY OF PRESENTATION - 20%							
	EXEMPLARY	PROFICIENT	DEVELOPING	NOVICE	NOT EVIDENT		
WRITTEN Material and Visuals	Text is consistently clear, concise, free of grammatical or mechanical errors, and appropriate to the topic.	Text is mostly clear, concise, free of grammatical or mechanical errors, and appropriate to the topic.	Text is somewhat clear, concise, free of grammatical or mechanical errors, and appropriate to the topic.	☐ Text contains major grammatical or mechanical errors that impede understanding. Text has limited appropriateness to the topic.			
	Visuals and media are consistently connected to the argument and enhance the topic.	Visuals and media are mostly connected to the argument and enhance the topic.	☐ Visuals and media are somewhat connected to the argument and enhance the topic.	Visuals and media have limited connection to the argument and may not enhance the topic.			
	Website is consistently clear in structure and organization.	Website is mostly clear in structure and organization.	Website is somewhat clear in structure and organization.	Website has limited structure and organization.			
TECHNICAL	☐ Font and color choice consistently enhance readability and are appropriate to the topic.	Font and color choice mostly enhance readability and are appropriate to the topic.	☐ Font and color choice somewhat enhance readability and are appropriate to the topic.	☐ Font and color choice limit readability and have limited connection to the topic.			
STUDENT VOICE	Student analysis is consistently clear and balanced between their own words/ideas and supporting evidence.	Student analysis is mostly clear and balanced between their own words/ideas and supporting evidence.	Student analysis is somewhat clear and balanced between their own words/ideas and supporting evidence.	Student analysis is limited in clarity and balance between their own words/ideas and supporting evidence.			

Website contains no more than 1,200 student-composed words.	🛛 Yes	🗖 No	
Multimedia (optional) total run time is $\leq$ three minutes.	🗖 Yes	🗖 No	□ Not applicable
Visuals and quotes are credited on the website.	🗖 Yes	🗖 No	
Website contains no links to external content (exempting the Annotated Bibliography).	🗖 Yes	🗖 No	
Process Paper is integrated into the website as a PDF.	🗖 Yes	🗖 No	
Annotated Bibliography is integrated into the website as a PDF.	🗖 Yes	🗖 No	
Annotated Bibliography is separated into primary and secondary sources.	🗖 Yes	🗖 No	
Annotations do not exceed two to three sentences.	🗖 Yes	🗖 No	
Home page contains required information.	🗖 Yes	🗖 No	



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	Visuals and media are consistently connected to the argument and enhance the topic.	Visuals and media are mostly connected to the argument and enhance the topic.	Visuals and media are somewhat connected to the argument and enhance the topic.	Visuals and media have limited connection to the argument and may not enhance the topic.				
TECHNICAL	Exhibit is consistently clear in structure and organization.	Exhibit is mostly clear in structure and organization.	Exhibit is somewhat clear in structure and organization.	Exhibit has limited structure and organization.				
	☐ Font and color choice consistently enhance readability and are appropriate to the topic.	☐ Font and color choice mostly enhance readability and are appropriate to the topic.	☐ Font and color choice somewhat enhance readability and are appropriate to the topic.	□ Font and color choice limit readability and have limited connection to the topic.				
STUDENT VOICE	Student analysis is consistently clear and balanced between their own words/ideas and supporting evidence.	Student analysis is mostly clear and balanced between their own words/ideas and supporting evidence.	Student analysis is somewhat clear and balanced between their own words/ideas and supporting evidence.	Student analysis is limited in clarity and balance between their own words/ideas and supporting evidence.				

Exhibit is $\leq 40^{"}$ 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 $\leq$ 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	