

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

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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
WRITTEN MATERIAL AND VISUALS	<input type="checkbox"/> Presents written material that is appropriate to the topic and easily understood <input type="checkbox"/> Provides clear and concise text that does not contain grammatical or mechanical errors <input type="checkbox"/> Provides visual sources that enhance the topic	<input type="checkbox"/> Presents written material that is appropriate to the topic and can usually be understood <input type="checkbox"/> Provides text that contains minor grammatical or mechanical errors <input type="checkbox"/> Provides visual sources that are appropriate to the topic	<input type="checkbox"/> Presents written material that is appropriate to the topic but is difficult to understand <input type="checkbox"/> Provides text that contains several grammatical or mechanical errors <input type="checkbox"/> Provides visual sources that are somewhat appropriate to the topic	<input type="checkbox"/> Presents written material that is not appropriate to the topic or not understandable <input type="checkbox"/> Provides text that contains major grammatical or mechanical errors that impede understanding <input type="checkbox"/> Provides visual sources that are not appropriate to the topic	
TECHNICAL	<input type="checkbox"/> Presents all visual material clearly <input type="checkbox"/> Structures exhibit through segmentation and orientation <input type="checkbox"/> Selects font, formatting, and color that strongly enhance readability and are highly appropriate to the topic	<input type="checkbox"/> Presents most visual material clearly <input type="checkbox"/> Mostly structures exhibit through segmentation and orientation <input type="checkbox"/> Selects font, formatting, and color that adequately enhance readability and are appropriate to the topic	<input type="checkbox"/> Presents some visual material clearly <input type="checkbox"/> Attempts to structure exhibit through segmentation and orientation <input type="checkbox"/> Selects font, formatting, and color that begin to enhance readability and are somewhat appropriate to the topic	<input type="checkbox"/> Presents visual material that is not clear <input type="checkbox"/> Little attempt to structure exhibit through segmentation and orientation <input type="checkbox"/> Font, formatting, and color do not enhance readability or are not appropriate to the topic	

- 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
- Annotated Bibliography is submitted. Yes No
- Process Paper word count is listed on the Title Page. Yes No

GENERAL COMMENTS

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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	

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STRENGTHS & AREAS FOR IMPROVEMENT

CLARITY OF PRESENTATION - 20%

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PERFORMANCE	<input type="checkbox"/> Presents a theatrical performance with a well-developed dramatic arc <input type="checkbox"/> Speech is consistently articulate, easy to understand, and appropriately paced	<input type="checkbox"/> Presents a theatrical performance with a clear dramatic arc <input type="checkbox"/> Speech is mostly clear and appropriately paced	<input type="checkbox"/> Presents a theatrical performance with a basic dramatic arc <input type="checkbox"/> Speech is somewhat clear and appropriate but with inconsistent pacing	<input type="checkbox"/> Does not present a theatrical performance with a dramatic arc <input type="checkbox"/> Speech is unclear and pacing impedes understanding	
TECHNICAL	<input type="checkbox"/> Offers a well-practiced, polished performance <input type="checkbox"/> Conveys appropriate emotion through tone of voice and movement	<input type="checkbox"/> Offers a practiced performance <input type="checkbox"/> Conveys mostly appropriate emotion through tone of voice and movement	<input type="checkbox"/> Performance indicates some practice <input type="checkbox"/> Conveys some appropriate emotion through tone of voice and movement	<input type="checkbox"/> Performance indicates little practice <input type="checkbox"/> Does not convey appropriate emotion through tone of voice and movement	

Time is ≤ ten minutes.

Yes No

Media devices (optional) are student operated.

Yes No Not applicable

Process Paper is submitted.

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Annotated Bibliography is submitted.

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