

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.					
STRENGTHS & AREAS FOR IMPROVEMENT									

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.	☐ 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.					
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.					
	☐ Citations consistently credit quotations and paraphrased information.	☐ Citations mostly credit quotations and paraphrased information.	☐ Citations sometimes credit quotations and paraphrased information.	☐ Citations rarely credit quotations and paraphrased information.					
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.					
Annotated Biblio Annotated Biblio Annotations do	citations. is submitted. word count is listed on the ography is submitted. ography is separated into p not exceed two to three se	orimary and secondary sou	☐ Yes	□ No	e				