

# PERFORMANCE

### HISTORICAL QUALITY - 80%

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

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CLARITY OF PRESENTATION - 20%

|               | EXEMPLARY   | PROFICIENT  | DEVELOPING  | NOVICE   | NOT EVIDENT  |
|---------------|---|---|---|--|--|
| PERFORMANCE   | <input type="checkbox"/> Dramatic arc consistently advances the historical argument.<br><input type="checkbox"/> Characters and scenes are consistently developed and connected to the historical argument. | <input type="checkbox"/> Dramatic arc mostly advances the historical argument.<br><input type="checkbox"/> Characters and scenes are mostly developed and connected to the historical argument. | <input type="checkbox"/> Dramatic arc somewhat advances the historical argument.<br><input type="checkbox"/> Characters and scenes are somewhat developed and connected to the historical argument. | <input type="checkbox"/> Dramatic arc has limited connection to the historical argument.<br><input type="checkbox"/> Characters and scenes are limited in development and connection to the historical argument. | <input type="checkbox"/><br><input type="checkbox"/> |
| TECHNICAL     | <input type="checkbox"/> Speech is consistently clear, effective, expressive, and appropriately paced.  | <input type="checkbox"/> Speech is mostly clear, effective, expressive, and appropriately paced.  | <input type="checkbox"/> Speech is somewhat clear, effective, expressive, and appropriately paced.  | <input type="checkbox"/> Speech is limited in clarity, effectiveness, expressiveness, and pacing.  | <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

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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