

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	☐ 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	S FOR IMPROVEMENT								

CLARITY OF PRESENTATION - 20%								
	EXEMPLARY	PROFICIENT	DEVELOPING	NOVICE	NOT EVIDENT			
AUDIO AND Visuals	☐ Audio is consistently appropriate and easy to understand.	☐ Audio is mostly appropriate and easy to understand.	☐ Audio is somewhat appropriate and easy to understand.	☐ Audio is appropriate in limited instances or impedes understanding.				
	☐ 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.				
	☐ 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 m	iinutes.		☐ Yes ☐ No					
Entry is student	-produced.		☐ Yes ☐ No					
•	source credits at the end.		☐ Yes ☐ No					
Process Paper i	is submitted.							
Process Paper	word count is listed on the	Title Page.	☐ Yes ☐ No					
Annotated Bibliography is submitted.								
Annotated Bibliography is separated into primary and secondary sources. ☐ Yes ☐ No								
Annotations do not exceed two to three sentences. □ Yes □ No								