

| | | HISTORICAL QU | NE = Not Evident | | | | | | | |
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| | EXEMPLARY | PROFICIENT | DEVELOPING | NOVICE | NE | | | | | |
| 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 | | | | | | | | | | |
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| CLARITY OF PRESENTATION - 20% | | | | | | | | | |
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| | EXEMPLARY | PROFICIENT | DEVELOPING | NOVICE | NE | | | | |
| AUDIO | □ Audio is consistently appropriate and easy to understand. □ Use of sound creates a compelling listening experience. | □ Audio is mostly appropriate and easy to understand. □ Use of sound creates a mostly compelling listening experience. | ☐ Audio is somewhat appropriate and easy to understand. ☐ Use of sound creates a somewhat compelling listening experience. | □ Audio is appropriate in limited instances or impedes understanding. □ Use of sound creates a limited listening experience. | | | | | |
| TECHNICAL | □ Narration is consistently free of mechanical or grammatical errors. □ Volume of audio components is consistently even. | □ Narration is mostly free of mechanical or grammatical errors. □ Volume of audio components is mostly even. | □ Narration is somewhat free of mechanical or grammatical errors. □ Volume of audio components is somewhat even. | □ Narration contains major grammatical or mechanical errors that impede understanding. □ 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. | | | | | |
| Entry includes Show Notes. | | | | | | | | | |
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