NHD NATIONAL HISTORY DAY

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 FOR IMPROVEMENT

OVER

CLARITY OF PRESENTATION - 20%					
	EXEMPLARY	PROFICIENT	DEVELOPING	NOVICE	NOT EVIDENT
AUDIO AND VISUALS	☐ Audio is consistently appropriate and easy to understand. ☐ Visuals are consistently appropriate and support the narrative.	☐ Audio is mostly appropriate and easy to understand. ☐ Visuals are mostly appropriate and support the narrative.	☐ Audio is somewhat appropriate and easy to understand. ☐ Visuals are somewhat appropriate and support the narrative.	☐ Audio is appropriate in limited instances or impedes understanding. ☐ Visuals are appropriate in limited instances.	☐ ☐
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.	☐

Time is ≤ ten minutes.	☐ Yes	☐ No
Entry is student-produced.	☐ Yes	☐ No
Entry includes source credits at the end.	☐ Yes	☐ No
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

OVER