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 FOR IMPROVEMENT

_____

_____

_____

_____

_____

_____

_____

_____

_____

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

NHD EXHIBIT

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**
WRITTEN MATERIAL AND VISUALS	☐ 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.	☐
	☐ Visuals and media are consistently connected to the argument and enhance the topic.	☐ Visuals and media are mostly connected to the argument and enhance the topic.	☐ Visuals and media are somewhat connected to the argument and enhance the topic.	☐ Visuals and media have limited connection to the argument and may not enhance the topic.	☐
TECHNICAL	☐ Exhibit is consistently clear in structure and organization.	☐ Exhibit is mostly clear in structure and organization.	☐ Exhibit is somewhat clear in structure and organization.	☐ Exhibit has limited structure and organization.	☐
	☐ Font and color choice consistently enhance readability and are appropriate to the topic.	☐ Font and color choice mostly enhance readability and are appropriate to the topic.	☐ Font and color choice somewhat enhance readability and are appropriate to the topic.	☐ Font, formatting, and color do not enhance readability or are not appropriate to the topic.	☐
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.	☐ Font and color choice limit readability and have limited connection to the topic.	☐

Exhibit is ≤ 40″ wide x 72″ tall x 30″ deep or 30″ in diameter or diagonal.　☐ Yes　☐ No

Exhibit contains no more than 500 student-composed words.　☐ Yes　☐ No

Visuals and quotes are credited on the exhibit.　☐ Yes　☐ No

Media devices (optional) total run time is ≤ two minutes.　☐ 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

NHD NATIONAL HISTORY DAY® **PAPER**

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**
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 consistently credit quotations and paraphrased information.	☐ Citations are mostly written in an NHD-approved format. ☐ Citations mostly credit quotations and paraphrased information.	☐ Citations are sometimes written in an NHD-approved format. ☐ Citations sometimes credit quotations and paraphrased information.	☐ Citations are not written in an NHD-approved format. ☐ 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.	☐

Paper is 1,500 to 2,500 words.   ☐ Yes   ☐ No

Entry includes citations.   ☐ 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

Any included appendices are cited in the body of the paper; appendices are limited.   ☐ Yes   ☐ No   ☐ Not applicable

NHD PERFORMANCE

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**
PERFORMANCE	☐ Dramatic arc consistently advances the historical argument.	☐ Dramatic arc mostly advances the historical argument.	☐ Dramatic arc somewhat advances the historical argument.	☐ Dramatic arc has limited connection to the historical argument.	☐
	☐ Characters and scenes are consistently developed and connected to the historical argument.	☐ Characters and scenes are mostly developed and connected to the historical argument.	☐ Characters and scenes are somewhat developed and connected to the historical argument.	☐ Characters and scenes are limited in development and connection to the historical argument.	☐
TECHNICAL	☐ Speech is consistently clear, effective, expressive, and appropriately paced.	☐ Speech is mostly clear, effective, expressive, and appropriately paced.	☐ Speech is somewhat clear, effective, expressive, and appropriately paced.	☐ Speech is limited in clarity, effectiveness, expressiveness, and pacing.	☐
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

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

NHD | WEBSITE

NATIONAL HISTORY DAY®

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**
WRITTEN MATERIAL AND VISUALS	☐ 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.	☐
	☐ Visuals and media are consistently connected to the argument and enhance the topic.	☐ Visuals and media are mostly connected to the argument and enhance the topic.	☐ Visuals and media are somewhat connected to the argument and enhance the topic.	☐ Visuals and media have limited connection to the argument and may not enhance the topic.	☐
TECHNICAL	☐ Website is consistently clear in structure and organization.	☐ Website is mostly clear in structure and organization.	☐ Website is somewhat clear in structure and organization.	☐ Website has limited structure and organization.	☐
	☐ Font and color choice consistently enhance readability and are appropriate to the topic.	☐ Font and color choice mostly enhance readability and are appropriate to the topic.	☐ Font and color choice somewhat enhance readability and are appropriate to the topic.	☐ Font and color choice limit readability and have limited connection to the topic.	☐
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.	☐

Website contains no more than 1,200 student-composed words. ☐ Yes ☐ No

Multimedia (optional) total run time is ≤ three minutes. ☐ Yes ☐ No ☐ Not applicable

Visuals and quotes are credited on the website. ☐ Yes ☐ No

Website contains no links to external content (exempting the Annotated Bibliography). ☐ Yes ☐ No

Process Paper is integrated into the website as a PDF. ☐ Yes ☐ No

Annotated Bibliography is integrated into the website as a PDF. ☐ Yes ☐ No

Annotated Bibliography is separated into primary and secondary sources. ☐ Yes ☐ No

Annotations do not exceed two to three sentences. ☐ Yes ☐ No

Home page contains required information. ☐ Yes ☐ No