

Project Title: Student Name(s): Category/Division:

Time and Location: Entry ID:

Historical argument Historical argument Historical argument Historical argument	HISTORICAL QUALITY - 80%					
ARGUMENT (THESS OR CLAIM) Si consistently supported by analysis and evidence. Significance		EXEMPLARY	PROFICIENT	DEVELOPING	NOVICE	NOT EVIDENT
THEME consistently clear and connected to the topic in the project and argument. Simplify Connected to the topic in the project and argument. Simplify Connected to the topic in the project and argument. Simplify Connected to the topic in the project and argument. Simplify Connected to the topic in the project and argument is unclear.	ARGUMENT (THESIS OR	is consistently supported	is mostly supported by	somewhat supported by	is supported by minimal	
## WIDE RESEARCH of types of available sources. ## PRIMARY SOURCES ## Consistently support the historical argument. ## PRIMARY SOURCES ## Consistently support the historical argument. ## PRIMARY SOURCES ## PRIMARY SOURCES ## Consistently support the historical argument. ## PRIMARY SOURCES ## Consistently support the historical argument. ## PRIMARY SOURCES ## Consistently support the historical argument. ## PRIMARY SOURCES ## PRIMARY SOURCES ## Consistently support the historical argument. ## PRIMARY SOURCES ## Primary sources somewhat support the historical argument. ## Primary sources ## Primary sour	THEME	consistently clear and connected to the topic in the project and	is mostly clear and connected to the topic in the project and	somewhat clear and connected to the topic in the project and	minimal clarity and the connection to the topic in the project and	
PRIMARY SOURCES Source So		an extensive variety of types of available	a sufficient variety of types of available	a moderate variety of types of available	includes a limited variety of types of	
HISTORICAL CONTEXT to the topic's time and place are consistently made and analyzed. The perspectives are consistently included throughout the project. HISTORICAL ACCURACY HISTORICAL IN HISTORY IN HISTORY The impact of the topic's time and place are mostly made and analyzed. To the topic's time and place are somewhat made and analyzed. To the topic's time and place are limited. To the topic's time and place are limited. To the topic's time and place are somewhat made and analyzed. To the topic's time and place are limited. To the topic's time and place are limited. To the topic's time and place are somewhat made and analyzed. To the topic's time and place are limited. To the topic's time and place are somewhat made and analyzed. To the topic's time and place are limited. To the topic's time and place are limited. To the topic's time and place are somewhat made and analyzed. To the topic's time and place are limited.		consistently support the	mostly support the	somewhat support the	are present but do not necessarily support the	
#ISTORICAL ACCURACY HISTORICAL ACCURACY SIGNIFICANCE IN HISTORY The impact of the topic is consistently analyzed in the conclusion. #ISTORICAL ACCURACY ACCURACY The impact of the topic is consistently analyzed in the conclusion. #ISTORICAL ACCURACY ACCURACY #ISTORICAL Information is somewhat accurate, credible, and without critical omissions. #ISTORICAL ACCURACY #ISTORICAL Information is somewhat accurate, credible, and without critical omissions. #ISTORICAL ACCURACY #ISTORI		to the topic's time and place are consistently	to the topic's time and place are mostly made	to the topic's time and place are somewhat	to the topic's time and	
HISTORICAL ACCURACY is consistently accurate, credible, and without critical omissions. is mostly accurate, credible, and without critical omissions. is somewhat accurate, credible, and without critical omissions. has limited accuracy, credibility, or critical omissions that impede understanding. The impact of the topic is consistently analyzed in the conclusion. The impact of the topic is somewhat analyzed in the conclusion. The impact of the topic is somewhat analyzed in the conclusion.		are consistently included	are mostly included	are somewhat included	are included in a limited	
SIGNIFICANCE IN HISTORY topic is consistently analyzed in the conclusion. topic is mostly analyzed in the conclusion. topic is somewhat analyzed in the conclusion.		is consistently accurate, credible, and without	is mostly accurate, credible, and without	is somewhat accurate, credible, and without	has limited accuracy, credibility, or critical omissions that impede	
STRENGTHS & AREAS FOR IMPROVEMENT		topic is consistently analyzed in the	topic is mostly analyzed	topic is somewhat analyzed in the		
	STRENGTHS & AREAS	FOR IMPROVEMENT				

		CLARITY OF PRESE	NTATION - 20%		
	EXEMPLARY	PROFICIENT	DEVELOPING	NOVICE	NOT EVIDENT
WRITTEN Material and	☐ 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	☐ 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.	
	☐ 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.	
TECHNICAL	☐ 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.	
Exhibit contains Visuals and quo Media devices (o Process Paper i Process Paper v Annotated Biblio	wide x 72" tall x 30" deep no more than 500 studentes are credited on the exhoptional) total run time is ≤ is submitted. word count is listed on the ography is submitted. ography is separated into post exceed two to three se	t-composed words. hibit. two minutes. Title Page. rimary and secondary sou	 □ Yes □ No 	□ Not applicable	



NHD **DOCUMENTARY**

Project Title:

Student Name(s):

Category/Division:

Time and Location:

Entry ID:

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 PRESE	NTATION - 20%		
	EXEMPLARY	PROFICIENT	DEVELOPING	NOVICE	NOT EVIDENT
AUDIO AND	☐ 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	☐ 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.		☐ Yes ☐ No		
Process Paper	word count is listed on the	Title Page.	☐ Yes ☐ No		
Annotated Biblio	ography is submitted.		☐ Yes ☐ No		
Annotated Biblio	ography is separated into p	rimary and secondary sou	urces. 🗆 Yes 🗆 No		
Annotations do	not exceed two to three se	entences.	☐ Yes ☐ No		



NHD **PERFORMANCE**

Project Title:

Student Name(s):

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PRIMARY SOURCES Source So		an extensive variety of types of available	a sufficient variety of types of available	a moderate variety of types of available	includes a limited variety of types of	
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STRENGTHS & AREAS FOR IMPROVEMENT		topic is consistently analyzed in the	topic is mostly analyzed	topic is somewhat analyzed in the		
	STRENGTHS & AREAS	FOR IMPROVEMENT				

CLARITY OF PRESENTATION - 20%					
	EXEMPLARY	PROFICIENT	DEVELOPING	NOVICE	NOT EVIDENT
	☐ 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.	
PERFORMANCE	☐ 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.	
Process Paper i Process Paper v Annotated Biblio Annotated Biblio	optional) are student opera	Title Page. rimary and secondary sou	Yes	□ Not applicable	



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HISTORICAL QUALITY - 80%					
	EXEMPLARY	PROFICIENT	DEVELOPING	NOVICE	NOT EVIDENT
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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 PRESE	NTATION - 20%			
	EXEMPLARY	PROFICIENT	DEVELOPING		NOVICE	NOT EVIDENT
WRITTEN MATERIAL AND	☐ 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, a appropriate to the to	and	☐ Text contains major grammatical or mechanical errors that impede understanding. Text has limited appropriateness to the topic.	
VISUALS	☐ 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 med are somewhat connto the argument and enhance the topic.	ected	☐ Visuals and media have limited connection to the argument and may not enhance the topic.	
	☐ Website is consistently clear in structure and organization.	☐ Website is mostly clear in structure and organization.	☐ Website is some clear in structure ar organization.		☐ Website has limited structure and organization.	
TECHNICAL	☐ 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 c somewhat enhance readability and are appropriate to the to		☐ 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 somewhat clear and balanced between the own words/ideas ar supporting evidence	d heir nd	☐ Student analysis is limited in clarity and balance between their own words/ideas and supporting evidence.	
Multimedia (opti Visuals and quo Website contain Process Paper i Annotated Biblio Annotated Biblio Annotations do	s no more than 1,200 studional) total run time is ≤ the tes are credited on the websites no links to external contections integrated into the website ography is integrated into the ography is separated into potential process of the exceed two to three settains required information.	ree minutes. bsite. ent (exempting the Annotate ite as a PDF. he website as a PDF. orimary and secondary sou	red Bibliography). urces.	□ Yes	□ No □ Not applicable □ No	e



Project Title: Student Name: Category/Division: Time and Location:

HISTORY DAY		Er	ntry ID:		
		HISTORICAL QU	ALITY - 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 PRESE	NTATION - 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 are mostly written in an NHD-approved format.	☐ Citations are sometimes written in an NHD-approved format.	☐ Citations are not written in an NHD-approved format.	
TEGRNICAL	☐ Citations consistently credit quotations and paraphrased information.	☐ Citations mostly credit quotations and paraphrased information.	☐ Citations sometimes credit quotations and paraphrased information.	☐ 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 t Entry includes c			☐ Yes	□ No	
Process Paper i			☐ Yes	□ No	
·		Title Page.	☐ Yes	□ No	
Process Paper word count is listed on the Title Page. Annotated Bibliography is submitted.			□ Yes	□ No	
Annotated Bibliography is separated into primary and secondary sources.				□No	
			☐ Yes	□No	
Any included ap	ppendices are cited in the b	oody of the paper; appendic	ces are limited. Yes	□ No □ Not applicabl	е