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

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

OVER

NHD NATIONAL HISTORY DAY®

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. ☐ Characters and scenes are consistently developed and connected to the historical argument.	☐ Dramatic arc mostly advances the historical argument. ☐ Characters and scenes are mostly developed and connected to the historical argument.	☐ Dramatic arc somewhat advances the historical argument. ☐ Characters and scenes are somewhat developed and connected to the historical argument.	☐ Dramatic arc has limited connection 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	

OVER

NHD NATIONAL HISTORY DAY®

WEBSITE

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. ☐ Visuals and media are consistently connected to the argument and enhance the topic.	☐ Text is mostly clear, concise, free of grammatical or mechanical errors, and appropriate to the topic. ☐ Visuals and media are mostly connected to the argument and enhance the topic.	☐ Text is somewhat clear, concise, free of grammatical or mechanical errors, and appropriate to the topic. ☐ Visuals and media are somewhat connected to the argument and enhance the topic.	☐ Text contains major grammatical or mechanical errors that impede understanding. Text has limited appropriateness to 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. ☐ Font and color choice consistently enhance readability and are appropriate to the topic.	☐ Website is mostly clear in structure and organization. ☐ Font and color choice mostly enhance readability and are appropriate to the topic.	☐ Website is somewhat clear in structure and organization. ☐ Font and color choice somewhat enhance readability and are appropriate to the topic.	☐ Website has limited structure and organization. ☐ 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	

OVER

NHD NATIONAL HISTORY DAY®

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. ☐ Visuals and media are consistently connected to the argument and enhance the topic.	☐ Text is mostly clear, concise, free of grammatical or mechanical errors, and appropriate to the topic. ☐ Visuals and media are mostly connected to the argument and enhance the topic.	☐ Text is somewhat clear, concise, free of grammatical or mechanical errors, and appropriate to the topic. ☐ Visuals and media are somewhat connected to the argument and enhance the topic.	☐ Text contains major grammatical or mechanical errors that impede understanding. Text has limited appropriateness to 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. ☐ Font and color choice consistently enhance readability and are appropriate to the topic.	☐ Exhibit is mostly clear in structure and organization. ☐ Font and color choice mostly enhance readability and are appropriate to the topic.	☐ Exhibit is somewhat clear in structure and organization. ☐ Font and color choice somewhat enhance readability and are appropriate to the topic.	☐ Exhibit has limited structure and organization. ☐ 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 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	

OVER