NHD NATIONAL HISTORY DAY

EXHIBIT

HISTORICAL QUALITY - 80%					
	SUPERIOR	**EXCELLENT**	**GOOD**	**FAIR**	**NOT EVIDENT**
HISTORICAL ARGUMENT	☐ Well-formulated historical argument supported by thorough analysis ☐ Annual theme woven throughout the project	☐ Historical argument supported by some analysis ☐ Annual theme addressed in the project	☐ Basic historical argument supported by basic analysis ☐ Annual theme mentioned in the project	☐ Weak historical argument with little or no analysis ☐ Annual theme connection is unclear	
WIDE RESEARCH	☐ Integrates body of credible research into a fully developed historical argument	☐ Provides a body of detailed and credible information	☐ Provides a body of credible information	☐ Provides a body of mostly credible information	
PRIMARY SOURCES	☐ Primary sources develop the historical argument	☐ Primary sources support the historical argument	☐ Primary sources illustrate the historical argument	☐ Primary sources are present, but do not connect to the historical argument	
HISTORICAL CONTEXT	☐ Analyzes the short-term and long-term causes of the historical event(s)	☐ Identifies the short-term and long-term causes of the historical event(s)	☐ Explains the causes of the historical event(s)	☐ Identifies key people, events, and ideas leading to the historical event(s)	
MULTIPLE PERSPECTIVES	☐ Integrates multiple perspectives throughout the historical argument	☐ Demonstrates how multiple perspectives shape the topic	☐ Includes more than one perspective	☐ Provides only one perspective	
HISTORICAL ACCURACY	☐ Historical information is accurate	☐ Historical information includes only minor errors	☐ Historical information includes several errors that impede understanding	☐ Historical information includes major errors that impede understanding	
SIGNIFICANCE IN HISTORY	☐ Draws an evidence-based conclusion about the topic's significance in history ☐ Analyzes the short-term and long-term impact	☐ Draws a reasoned conclusion about the topic's significance in history ☐ Explains the short-term and long-term impact	☐ Draws a conclusion about the topic's significance in history ☐ Explains the short-term OR long-term impact	☐ Attempts to draw a conclusion about the topic's significance in history ☐ Attempts to explain the short-term OR long-term impact	
STUDENT VOICE	☐ Student ideas, analysis, argument, and conclusions are original and persuasive	☐ Student ideas are distinct from research	☐ Student ideas reflect research	☐ Student ideas are difficult to discern from research	

STRENGTHS & AREAS FOR IMPROVEMENT

OVER

CLARITY OF PRESENTATION - 20%					
	SUPERIOR	**EXCELLENT**	**GOOD**	**FAIR**	**NOT EVIDENT**
WRITTEN MATERIAL AND VISUALS	☐ Presents written material that is appropriate to the topic and easily understood ☐ Provides clear and concise text that does not contain grammatical or mechanical errors ☐ Provides visual sources that enhance the topic	☐ Presents written material that is appropriate to the topic and can usually be understood ☐ Provides text that contains minor grammatical or mechanical errors ☐ Provides visual sources that are appropriate to the topic	☐ Presents written material that is appropriate to the topic but is difficult to understand ☐ Provides text that contains several grammatical or mechanical errors ☐ Provides visual sources that are somewhat appropriate to the topic	☐ Presents written material that is not appropriate to the topic or not understandable ☐ Provides text that contains major grammatical or mechanical errors that impede understanding ☐ Provides visual sources that are not appropriate to the topic	
TECHNICAL	☐ Presents all visual material clearly ☐ Structures exhibit through segmentation and orientation ☐ Selects font, formatting, and color that strongly enhance readability and are highly appropriate to the topic	☐ Presents most visual material clearly ☐ Mostly structures exhibit through segmentation and orientation ☐ Selects font, formatting, and color that adequately enhance readability and are appropriate to the topic	☐ Presents some visual material clearly ☐ Attempts to structure exhibit through segmentation and orientation ☐ Selects font, formatting, and color that begin to enhance readability and are somewhat appropriate to the topic	☐ Presents visual material that is not clear ☐ Little attempt to structure exhibit through segmentation and orientation ☐ Font, formatting, and color do not enhance readability or are not appropriate 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	
Annotated Bibliography is submitted.	☐ Yes	☐ No	
Process Paper word count is listed on the Title Page.	☐ Yes	☐ No	

GENERAL COMMENTS

OVER