

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

STRENGTHS & AREAS FOR IMPROVEMENT

CLARITY OF PRESENTATION - 20%

	SUPERIOR	EXCELLENT	GOOD	FAIR	NOT EVIDENT
AUDIO AND VISUALS	<input type="checkbox"/> Presents audio that enhances topic and is clear and easy to understand <input type="checkbox"/> Provides visual sources that enhance topic	<input type="checkbox"/> Presents audio that is appropriate to topic and easy to understand <input type="checkbox"/> Provides visual sources that are appropriate to topic	<input type="checkbox"/> Presents audio that is somewhat appropriate to topic and can usually be followed <input type="checkbox"/> Provides visual sources that are somewhat appropriate to topic	<input type="checkbox"/> Presents audio that is not appropriate to topic or is hard to follow <input type="checkbox"/> Provides visual sources that are not appropriate to topic	
TECHNICAL	<input type="checkbox"/> Provides articulate narration that does not contain grammatical or mechanical errors <input type="checkbox"/> Provides visuals that are clearly focused <input type="checkbox"/> Volume of audio components is even	<input type="checkbox"/> Provides narration that contains minor grammatical or mechanical errors <input type="checkbox"/> Provides visuals that are mostly clearly focused <input type="checkbox"/> Volume of audio components is mostly even	<input type="checkbox"/> Provides narration that contains several grammatical or mechanical errors <input type="checkbox"/> Provides visuals with some blurriness <input type="checkbox"/> Volume of audio components is uneven at times	<input type="checkbox"/> Provides narration that contains major grammatical or mechanical errors that impede understanding <input type="checkbox"/> Provides visuals with significant blurriness <input type="checkbox"/> Volume of audio components is mostly uneven	

- 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
- Annotated Bibliography is submitted. Yes No
- Process Paper word count is listed on the Title Page. Yes No

GENERAL COMMENTS

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

STRENGTHS & AREAS FOR IMPROVEMENT

CLARITY OF PRESENTATION - 20%

	SUPERIOR	EXCELLENT	GOOD	FAIR	NOT EVIDENT
WRITTEN MATERIAL AND VISUALS	<ul style="list-style-type: none"><input type="checkbox"/> Presents written material that is appropriate to the topic and easily understood<input type="checkbox"/> Provides clear and concise text that does not contain grammatical or mechanical errors<input type="checkbox"/> Provides visual sources that enhance the topic	<ul style="list-style-type: none"><input type="checkbox"/> Presents written material that is appropriate to the topic and can usually be understood<input type="checkbox"/> Provides text that contains minor grammatical or mechanical errors<input type="checkbox"/> Provides visual sources that are appropriate to the topic	<ul style="list-style-type: none"><input type="checkbox"/> Presents written material that is appropriate to the topic but is difficult to understand<input type="checkbox"/> Provides text that contains several grammatical or mechanical errors<input type="checkbox"/> Provides visual sources that are somewhat appropriate to the topic	<ul style="list-style-type: none"><input type="checkbox"/> Presents written material that is not appropriate to the topic or not understandable<input type="checkbox"/> Provides text that contains major grammatical or mechanical errors that impede understanding<input type="checkbox"/> Provides visual sources that are not appropriate to the topic	
TECHNICAL	<ul style="list-style-type: none"><input type="checkbox"/> Presents all visual material clearly<input type="checkbox"/> Structures exhibit through segmentation and orientation<input type="checkbox"/> Selects font, formatting, and color that strongly enhance readability and are highly appropriate to the topic	<ul style="list-style-type: none"><input type="checkbox"/> Presents most visual material clearly<input type="checkbox"/> Mostly structures exhibit through segmentation and orientation<input type="checkbox"/> Selects font, formatting, and color that adequately enhance readability and are appropriate to the topic	<ul style="list-style-type: none"><input type="checkbox"/> Presents some visual material clearly<input type="checkbox"/> Attempts to structure exhibit through segmentation and orientation<input type="checkbox"/> Selects font, formatting, and color that begin to enhance readability and are somewhat appropriate to the topic	<ul style="list-style-type: none"><input type="checkbox"/> Presents visual material that is not clear<input type="checkbox"/> Little attempt to structure exhibit through segmentation and orientation<input type="checkbox"/> 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

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

STRENGTHS & AREAS FOR IMPROVEMENT

CLARITY OF PRESENTATION - 20%

	SUPERIOR	EXCELLENT	GOOD	FAIR	NOT EVIDENT
WRITTEN MATERIAL	<input type="checkbox"/> Presents written material that is appropriate to the topic and easily understood <input type="checkbox"/> Provides clear, concise, articulate text that does not contain grammatical or mechanical errors	<input type="checkbox"/> Presents written material that is appropriate to the topic and can be mostly understood <input type="checkbox"/> Provides text that contains minor grammatical or mechanical errors	<input type="checkbox"/> Presents written material that is appropriate to the topic but is difficult to understand <input type="checkbox"/> Provides text that contains several grammatical or mechanical errors	<input type="checkbox"/> Presents written material that is not appropriate to the topic or not understandable <input type="checkbox"/> Provides text that contains major grammatical or mechanical errors that impede understanding	
TECHNICAL	<input type="checkbox"/> Contains citations in an NHD-approved format to consistently and correctly credit quotations and paraphrased information	<input type="checkbox"/> Contains citations in an NHD-approved format to credit quotations and paraphrased information	<input type="checkbox"/> Contains citations in some format to credit quotations and paraphrased information	<input type="checkbox"/> Does not include citations to credit quotations and paraphrased information	

- Paper is 1,500 to 2,500 words. Yes No
- Entry includes citations. Yes No
- Process Paper is submitted. Yes No
- Annotated Bibliography is submitted. Yes No
- Process Paper and Paper word counts are listed on the Title Page. Yes No

GENERAL COMMENTS

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

STRENGTHS & AREAS FOR IMPROVEMENT

CLARITY OF PRESENTATION - 20%

	SUPERIOR	EXCELLENT	GOOD	FAIR	NOT EVIDENT
PERFORMANCE	<input type="checkbox"/> Presents a theatrical performance with a well-developed dramatic arc <input type="checkbox"/> Speech is consistently articulate, easy to understand, and appropriately paced	<input type="checkbox"/> Presents a theatrical performance with a clear dramatic arc <input type="checkbox"/> Speech is mostly clear and appropriately paced	<input type="checkbox"/> Presents a theatrical performance with a basic dramatic arc <input type="checkbox"/> Speech is somewhat clear and appropriate but with inconsistent pacing	<input type="checkbox"/> Does not present a theatrical performance with a dramatic arc <input type="checkbox"/> Speech is unclear and pacing impedes understanding	
TECHNICAL	<input type="checkbox"/> Offers a well-practiced, polished performance <input type="checkbox"/> Conveys appropriate emotion through tone of voice and movement	<input type="checkbox"/> Offers a practiced performance <input type="checkbox"/> Conveys mostly appropriate emotion through tone of voice and movement	<input type="checkbox"/> Performance indicates some practice <input type="checkbox"/> Conveys some appropriate emotion through tone of voice and movement	<input type="checkbox"/> Performance indicates little practice <input type="checkbox"/> Does not convey appropriate emotion through tone of voice and movement	

Time is ≤ ten minutes.

Yes No

Media devices (optional) are student operated.

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

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WIDE RESEARCH	<input type="checkbox"/> Integrates body of credible research into a fully developed historical argument	<input type="checkbox"/> Provides a body of detailed and credible information	<input type="checkbox"/> Provides a body of credible information	<input type="checkbox"/> Provides a body of mostly credible information	
PRIMARY SOURCES	<input type="checkbox"/> Primary sources develop the historical argument	<input type="checkbox"/> Primary sources support the historical argument	<input type="checkbox"/> Primary sources illustrate the historical argument	<input type="checkbox"/> Primary sources are present, but do not connect to the historical argument	
HISTORICAL CONTEXT	<input type="checkbox"/> Analyzes the short-term and long-term causes of the historical event(s)	<input type="checkbox"/> Identifies the short-term and long-term causes of the historical event(s)	<input type="checkbox"/> Explains the causes of the historical event(s)	<input type="checkbox"/> Identifies key people, events, and ideas leading to the historical event(s)	
MULTIPLE PERSPECTIVES	<input type="checkbox"/> Integrates multiple perspectives throughout the historical argument	<input type="checkbox"/> Demonstrates how multiple perspectives shape the topic	<input type="checkbox"/> Includes more than one perspective	<input type="checkbox"/> Provides only one perspective	
HISTORICAL ACCURACY	<input type="checkbox"/> Historical information is accurate	<input type="checkbox"/> Historical information includes only minor errors	<input type="checkbox"/> Historical information includes several errors that impede understanding	<input type="checkbox"/> Historical information includes major errors that impede understanding	
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STUDENT VOICE	<input type="checkbox"/> Student ideas, analysis, argument, and conclusions are original and persuasive	<input type="checkbox"/> Student ideas are distinct from research	<input type="checkbox"/> Student ideas reflect research	<input type="checkbox"/> Student ideas are difficult to discern from research	

STRENGTHS & AREAS FOR IMPROVEMENT

CLARITY OF PRESENTATION - 20%

	SUPERIOR	EXCELLENT	GOOD	FAIR	NOT EVIDENT
WRITTEN MATERIAL AND VISUALS	<input type="checkbox"/> Presents written material that is appropriate to the topic and easily understood <input type="checkbox"/> Provides clear, concise, articulate text that does not contain grammatical or mechanical errors <input type="checkbox"/> Provides media that enhances the topic (optional)	<input type="checkbox"/> Presents written material that is appropriate to the topic and can be mostly understood <input type="checkbox"/> Provides text that contains minor grammatical or mechanical errors <input type="checkbox"/> Provides media that is appropriate to the topic (optional)	<input type="checkbox"/> Presents written material that is appropriate to the topic but is difficult to understand <input type="checkbox"/> Provides text that contains several grammatical or mechanical errors <input type="checkbox"/> Provides media that is somewhat appropriate to the topic (optional)	<input type="checkbox"/> Presents written material that is not appropriate to the topic or not understandable <input type="checkbox"/> Provides text that contains major grammatical or mechanical errors that impede understanding <input type="checkbox"/> Provides media that is not appropriate to the topic (optional)	
TECHNICAL	<input type="checkbox"/> Presents all visual material clearly <input type="checkbox"/> Structures website through segmentation and orientation <input type="checkbox"/> Selects font, formatting, and color that strongly enhance readability and are highly appropriate to the topic <input type="checkbox"/> Makes strong and appropriate use of website elements	<input type="checkbox"/> Presents most visual material clearly <input type="checkbox"/> Mostly structures website through segmentation and orientation <input type="checkbox"/> Selects font, formatting, and color that adequately enhance readability and are appropriate to the topic <input type="checkbox"/> Makes good use of website elements	<input type="checkbox"/> Presents some visual material clearly <input type="checkbox"/> Attempts to structure website through segmentation and orientation <input type="checkbox"/> Selects font, formatting, and color that begin to enhance readability and are somewhat appropriate to the topic <input type="checkbox"/> Makes some use of website elements	<input type="checkbox"/> Does not present visual material clearly <input type="checkbox"/> Little or no attempt to structure website through segmentation and orientation <input type="checkbox"/> Font, formatting, and color do not enhance readability or are not appropriate to the topic <input type="checkbox"/> Does not take advantage of website elements	

- 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 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
- Home page contains required information. Yes No

GENERAL COMMENTS
