Name(s):

Shows ANALYSIS and INTERPRETATION: Thesis establishes a claim and supporting arguments Presents original, formulated argument providing new insight and perspective of themed topic ANALYSIS STATEMENTS *Supporting statements develop subargument for each part of the thesis *Provides evidence supporting the and supported with use of multimedia primary sources where the sources VARIETY OF EVIDENCE *Supports acach analysis statement with multiple sources *Uses available PRIMARY VARIETY OF EVIDENCE *Uses multiple types of primary sources throughout website *Uses unique primary sources that*	N/A evaluate
establishes a claim and supporting arguments #Presents original, formulated argument providing new insight and perspective of themed topic #ANALYSIS STATEMENTS #Supporting statements develop subargument for each part of the thesis #Provides evidence supporting the argument #Presents original, formulated argument of themed topic #ANALYSIS STATEMENTS #Supporting statements develop subargument for each part of the thesis #Provides evidence supporting the argument #Presents original, formulated argument of themed topic #ANALYSIS STATEMENTS #Supporting statements develop subargument for each part of the thesis #Presents original, formulated argument of themed topic #ANALYSIS STATEMENTS #Supporting statements develop subargument for each part of the thesis #Wakes complete argument and supports through use of multimedia primary source evidence #Supports each analysis statement with multiple sources #Wariety OF EVIDENCE #Uses multiple types of primary sources throughout website #Uses unique primary sources that	
establishes a claim and supporting arguments #Presents original, formulated argument providing new insight and perspective of themed topic #ANALYSIS STATEMENTS #Supporting statements develop subargument for each part of the thesis #Provides evidence supporting the argument and supported with use of multimedia primary sources #Valiety of Evidence *Valiety of Evidence *Uses unique primary sources through out ending the support in ground over all significance #Presents original, formulated argument of themed topic #Presents original, formulated argumen	
*Presents original, formulated argument providing new insight and perspective of themed topic *ANALYSIS STATEMENTS *Supporting statements develop subargument for each part of the thesis *Provides evidence supporting the argument *Makes complete argument and supported with use of multimedia primary sources *Makes complete argument with multiple sources *Variety of Evidence *Uses multiple types of primary sources thar *Presents original, formulated argument of themed topic *ANALYSIS STATEMENTS *Supporting statements develop subargument for each part of the thesis *Supporting statements develop subarguments *ARGUMENT EVIDENCE *Makes complete argument and supports through use of multimedia primary source evidence *Supports through use of primary source evidence *Supports argument using mainly secondary source evidence *Uses multiple types of primary sources throughout website *Uses unique primary sources that	
providing new insight and perspective of themed topic ANALYSIS STATEMENTS *Supporting statements develop subargument for each part of the thesis *Provides evidence supporting the argument ARGUMENT EVIDENCE *Makes complete argument and supports through use of multimedia primary sources throughout website *Uses available PRIMARY SOURCES: Argument made and supported with use of multimedia primary sources through out website *VARIETY OF EVIDENCE *Uses multiple types of primary sources that *Uses unique primary sources that *ANALYSIS STATEMENTS *Supporting statements do not develop subarguments *Supporting tatements do not develop subarguments *Supporting tatements do not develop subarguments *Supporting tatements dovelop suba	
providing new insight and perspective of themed topic ANALYSIS STATEMENTS *Supporting statements develop subargument for each part of the thesis *Provides evidence supporting the argument Uses available PRIMARY SOURCES: Argument made and supported with use of multimedia primary sources multimedia primary sources VARIETY OF EVIDENCE *Uses multiple types of primary sources throughout website *Uses unique primary sources that of themed topic ANALYSIS STATEMENTS *Supporting statements develop subargument of the thesis *Supporting statements do not develop subarguments *Supporting tatements do not develop subarguments *Supporting tatements do not develop subarguments *Supporting tatements do not develop subarguments *Supporti	
themed topic ANALYSIS STATEMENTS *Supporting statements develop subargument for each part of the thesis *Provides evidence supporting the argument ARGUMENT EVIDENCE *Makes complete argument and supports through use of multimedia primary source evidence *Supports each analysis statement with multiple sources VARIETY OF EVIDENCE *Uses multiple types of primary sources throughout website *Uses unique primary sources that *ANALYSIS STATEMENTS *Supporting statements develop subarguments develop subargument and support shound develop sub-arguments *Supporting statements develop subarguments *Supporting statements develop subargument and supports supports through use of primary source evidence *Makes complete argument and supports supports argument using mainly secondary source evidence *Supports each analysis statement with multiple sources VARIETY OF EVIDENCE *Uses multiple types of primary sources throughout website *Uses few primary sources *Uses on secondary sources *Uses on secondary sources	
ANALYSIS STATEMENTS *Supporting statements develop subargument for each part of the thesis *Provides evidence supporting the argument Uses available PRIMARY SOURCES: Argument made and supported with use of multimedia primary sources *Supports each analysis statement with multiple sources VARIETY OF EVIDENCE *Uses multiple types of primary sources throughout website *Uses unique primary sources that *ANALYSIS STATEMENTS *Supporting statements develop subarguments develop sub-arguments *Supporting statements develop subarguments develop sub-arguments *Supporting statements develop subarguments *Supporting statements develop subargument develop subarguments *Supporting statements develop subargument supports *Supporting statements develop subarguments *Supporting statements develop subargument supports *Supporting statements develop subargument and supports *Supports argument using mainly secondary source evidence *Supports argument website *Supports argument using mainly secondary source evidence *Supports argument website *Supports argument supports *Supports argument website *Supports argument and supports *Supports argument website *Supports argument supports *Su	
*Supporting statements develop subargument for each part of the thesis *Provides evidence supporting the argument Uses available PRIMARY SOURCES: Argument made and supported with use of multimedia primary sources *Supports each analysis statement with multiple sources VARIETY OF EVIDENCE *Uses multiple types of primary sources throughout website *Supporting statements develop subarguments *Supporting statements do not develop sub-arguments *ARGUMENT EVIDENCE *Supports argument using mainly secondary source evidence *Supports each analysis statement with multiple sources VARIETY OF EVIDENCE *Uses multiple types of primary sources throughout website *Uses unique primary sources that	
argument for each part of the thesis *Provides evidence supporting the argument Uses available PRIMARY SOURCES: Argument made and supported with use of multimedia primary sources *Supports each analysis statement with multiple sources VARIETY OF EVIDENCE *Uses multiple types of primary sources throughout website *Uses unique primary sources that *Uses unique primary sources that argument for each part of the thesis argument for each part of the thesis develop sub-arguments develop sub-arguments ARGUMENT EVIDENCE *Makes complete argument and supports through use of primary source evidence *Supports each analysis statement with multiple sources VARIETY OF EVIDENCE *Uses multiple types of primary sources that *Uses unique primary sources that	
*Provides evidence supporting the argument Uses available PRIMARY SOURCES: Argument made and supported with use of multimedia primary sources *Makes complete argument and supports through use of multimedia primary source evidence *Supports each analysis statement with multiple sources VARIETY OF EVIDENCE *Uses multiple types of primary sources throughout website *Uses unique primary sources that *RGUMENT EVIDENCE *Makes complete argument and supports shupports argument using mainly secondary source evidence *Supports argument using mainly secondary source evidence *VARIETY OF EVIDENCE *Uses multiple types of primary sources throughout website *Uses unique primary sources that	
Uses available PRIMARY SOURCES: Argument made and supported with use of multimedia primary sources *Makes complete argument and supports through use of multimedia primary source evidence *Supports each analysis statement with multiple sources VARIETY OF EVIDENCE *Uses multiple types of primary sources throughout website *Uses unique primary sources that *ARGUMENT EVIDENCE *Makes complete argument and supports through use of primary source evidence *Supports argument using mainly through use of primary source evidence *VARIETY OF EVIDENCE *Uses multiple types of primary sources that *Uses unique primary sources that	
*Makes complete argument and supports through use of multimedia primary sources with multiple sources *VARIETY OF EVIDENCE *Uses multiple types of primary sources throughout website *Uses unique primary sources that *Makes complete argument and supports through use of primary source evidence *Supports argument using mainly through use of primary source evidence *Supports argument using mainly secondary source evidence *VARIETY OF EVIDENCE *Uses multiple types of primary sources that *Makes complete argument and supports through use of primary source evidence *VARIETY OF EVIDENCE *Uses multiple types of primary sources that *Uses unique primary sources that	
and supported with use of multimedia primary sources supports through use of multimedia primary source evidence *Supports each analysis statement with multiple sources VARIETY OF EVIDENCE *Uses multiple types of primary sources throughout website *Uses unique primary sources that through use of primary source evidence secondary source evidence *VARIETY OF EVIDENCE *Uses multiple types of primary sources throughout website *Uses unique primary sources that *Uses unique primary sources that	
multimedia primary sources primary source evidence *Supports each analysis statement with multiple sources VARIETY OF EVIDENCE *Uses multiple types of primary sources throughout website *Uses unique primary sources that *Uses unique primary sources that *Uses unique primary sources that	
*Supports each analysis statement with multiple sources VARIETY OF EVIDENCE *Uses multiple types of primary sources throughout website *Uses unique primary sources that *Uses unique primary sources that *Uses multiple types of primary sources that	
wultiple sources VARIETY OF EVIDENCE *Uses multiple types of primary sources throughout website *Uses unique primary sources that *Uses unique primary sources that VARIETY OF EVIDENCE *Uses multiple types of primary sources throughout website *Uses multiple types of primary sources throughout website *Uses multiple types of primary sources *Uses multiple types of primary sources *Uses multiple types of primary sources *Uses on secondary sources	
*Uses multiple types of primary sources throughout website *Uses unique primary sources that *Uses unique primary sources that *Uses multiple types of primary sources that *Uses multiple types of primary sources throughout website *Uses multiple types of primary sources throughout website *Uses multiple types of primary sources throughout website *Uses unique primary sources that	i l
throughout website throughout website relies on secondary sources *Uses unique primary sources that	1
*Uses unique primary sources that	
demonstrate advanced research skills Places tonic in HISTORICAL CONTEXT HISTORICAL CONTEXT	
Places topic in HISTORICAL HISTORICAL CONTEXT *Uses secondary sources to identify key *Uses secondary sources, but identified *Uses secondary sources, but identified	sc
understanding of how people, events, and ideas of time leading people, events peo	3
historical factors influenced to and surrounding an event to and surrounding an event ideas of time leading to and	
topic surrounding an event.	
*Determines whether earlier factors *Obvious connections may be missing	.
caused later ones or simply preceded	
them	
EVALUATING CAUSES EVALUATING CAUSES ### A PART OF THE PROPERTY OF THE PROPERT	
*Demonstrates understanding of how these events influenced the topic *Demonstrates understanding of how these events influenced the topic *Fails to explain or connect prior events to the topic	
these events influenced the topic these events influenced the topic	
*Explains the past in its own terms; not	
judging it solely by present-day norms	
and values	
Entry is HISTORICALLY WRITTEN CONTENT ACCURACY WRITTEN CONTENT ACCURACY WRITTEN CONTENT ACCURACY	
*Summarizes historical facts accurately *Summarizes historical facts accurately *Summarizes historical facts	
chronology and summary of and without bias incorrectly historical events *Presents understanding of events in *Presents understanding of events understanding of events understanding of *Presents understanding of events understanding of *Presents understandin	
correct chronological order correct chronological order chronological order	
VISUAL EVIDENCE ACCURACY VISUAL EVIDENCE ACCURACY VISUAL EVIDENCE ACCURACY VISUAL EVIDENCE ACCURACY	
*Uses correct visual primary source	
evidence to support the argument evidence to support the argument	
*Uses evidence in correct historical *Uses non-credible or fabricated	
context to support the argument evidence to support the argument	
Research is BALANCED in MULTIPLE PERSPECTIVES MULTIPLE PERSPECTIVES **Provides multiple types and pieces of **Provides only one type or similar.** **Provides multiple types and pieces of **Provides only one type or similar.**	
PRESENTATION: Analyzes and Provides multiple types and pieces of provides multiple evidence to create the argument provides multiple evidence to create the argument pieces of evidence to create the	
perspectives argument evidence to dreate the digament	
*Presents multiple points of view to	
support the argument	
ANALYZING VARIOUS PERSPECTIVES ANALYZING VARIOUS PERSPECTIVES ANALYZING VARIOUS PERSPECTIVES	
*Analyzes separate points of view *Analyzes separate points of views *Presents a one-sided view on topic	
*Explains the impact of each point of	
view on the topic	
Shows wide research in SOURCE CITATIONS SOURCE CITATIONS SOURCE CITATIONS	1
ANNOTATED BIBLIOGRAPHY: *Correctly separates sources into *Correctly separates sources into primary *Incorrectly separates sources into	
Sources are separated into primary and secondary sections and secondary sections primary and secondary sections	
primary and secondary	
sections and annotated *Documents and cites all sources *Documents and cites most sources *Cites many sources incorrectly in the	
correctly in the website and the bibliography bibliography bibliography	
	+
	1
ANNOTATIONS ANNOTATIONS ANNOTATIONS	1
ANNOTATIONS *Identifies a wide variety of foundational sources used to create the argument *Identifies a wide variety of sources used to create the argument *Relies on a small range of sources to create the argument *To create the argument *To create the argument *To create the argument *To create the argument	
ANNOTATIONS *Identifies a wide variety of foundational *Identifies a wide variety of sources used *Relies on a small range of sources to	

RELATION TO THEME	Advanced	Proficient	Developing	N/A evaluate
	RELATION TO THEME	RELATION TO THEME	RELATION TO THEME	
relates to and addresses all	*Thesis and website clearly address the	*Thesis and website clearly address the	*Thesis and website generally relate to	
parts of the theme	theme	theme	the theme	
	*Chosen topic presents fresh perspective			
	on topic in relation to theme			
	DISCIPLINARY LENSES	DISCIPLINARY LENSES	DISCIPLINARY LENSES	
	*Analyzes topic through multiple	*Analyzes topic through multiple	*Does not use disciplinary lenses	
	disciplinary lenses (social, political,	disciplinary lenses (social, political,	(social, political, economic, cultural,	
	economic, cultural, etc.) in relation to	economic, cultural, etc.) in relation to	etc.) to expand upon the theme	
	theme	theme		
	*Uses multiple disciplinary lenses that			
	connect across the theme			
DRAWS CONCLUSIONS:	CHANGE OVER TIME	CHANGE OVER TIME	CHANGE OVER TIME	
Demonstrates current	*Explains how the topic developed over	*Explains how the topic developed over	*Fails to explain how the topic	
significance of topic and	time and documents that change	time and documents that change	developed over time; just tells what	
draws conclusions			happened	
	*Describes why that change occurred			
	HISTORICAL SIGNIFICANCE	HISTORICAL SIGNIFICANCE	HISTORICAL SIGNIFICANCE	
	*Explains how the topic was significant	*Explains how the topic was significant in	*No explanation of the topic's	
	in history and draws an independent	history	significance in history, describes the	
	conclusion	,	event	
	*Explains the cause and continued			
	impact on the community, nation, or	*Explains impact on the community,	*Minimal ability to explain impact on	
	world	nation, or world	the community, nation, or world	
DDECENITATION OF A DITY				
PRESENTATION CLARITY	Advanced	Proficient	Developing	N/A evaluate
WRITTEN MATERIALS: Correct	WRITING MECHANICS	WRITING MECHANICS	WRITING MECHANICS	N/A evaluate
WRITTEN MATERIALS : Correct grammar, accurate spelling,	WRITING MECHANICS *Presents a professional product with no	WRITING MECHANICS *Makes some spelling and/or	*Makes spelling and/or grammatical	N/A evaluate
WRITTEN MATERIALS: Correct	WRITING MECHANICS	WRITING MECHANICS	WRITING MECHANICS	N/A evaluate
WRITTEN MATERIALS: Correct grammar, accurate spelling,	*Presents a professional product with no spelling or grammatical errors	*Makes some spelling and/or grammatical errors	*Makes spelling and/or grammatical errors that impede understanding	N/A evaluate
WRITTEN MATERIALS: Correct grammar, accurate spelling,	WRITING MECHANICS *Presents a professional product with no	WRITING MECHANICS *Makes some spelling and/or	*Makes spelling and/or grammatical	N/A evaluate
WRITTEN MATERIALS: Correct grammar, accurate spelling,	*Presents a professional product with no spelling or grammatical errors	*Makes some spelling and/or grammatical errors	*Makes spelling and/or grammatical errors that impede understanding	N/A evaluate
WRITTEN MATERIALS: Correct grammar, accurate spelling,	*Presents a professional product with no spelling or grammatical errors *Presents clear and concise messages	*MRITING MECHANICS *Makes some spelling and/or grammatical errors *Presents clear messages	*Makes spelling and/or grammatical errors that impede understanding *Presents unclear messages	N/A evaluate
WRITTEN MATERIALS: Correct grammar, accurate spelling,	*Presents a professional product with no spelling or grammatical errors *Presents clear and concise messages WRITTEN FORMAT	*Makes some spelling and/or grammatical errors *Presents clear messages WRITTEN FORMAT	*Makes spelling and/or grammatical errors that impede understanding *Presents unclear messages WRITTEN FORMAT	N/A evaluate
WRITTEN MATERIALS: Correct grammar, accurate spelling,	*Presents a professional product with no spelling or grammatical errors *Presents clear and concise messages WRITTEN FORMAT *Organizes pages with analysis	*MRITING MECHANICS *Makes some spelling and/or grammatical errors *Presents clear messages WRITTEN FORMAT *Structures writing so thesis, analysis	*MRITING MECHANICS *Makes spelling and/or grammatical errors that impede understanding *Presents unclear messages WRITTEN FORMAT *Fails to identify analysis statements	N/A evaluate
WRITTEN MATERIALS: Correct grammar, accurate spelling,	*Presents a professional product with no spelling or grammatical errors *Presents clear and concise messages *WRITTEN FORMAT *Organizes pages with analysis statements in a local and easy-to-follow	*MRITING MECHANICS *Makes some spelling and/or grammatical errors *Presents clear messages WRITTEN FORMAT *Structures writing so thesis, analysis statements, and conclusion are easy to	*MRITING MECHANICS *Makes spelling and/or grammatical errors that impede understanding *Presents unclear messages WRITTEN FORMAT *Fails to identify analysis statements	N/A evaluate
WRITTEN MATERIALS: Correct grammar, accurate spelling,	*Presents a professional product with no spelling or grammatical errors *Presents clear and concise messages *WRITTEN FORMAT *Organizes pages with analysis statements in a local and easy-to-follow layout *Structures writing with clear transitions between the thesis, analysis statements,	*MRITING MECHANICS *Makes some spelling and/or grammatical errors *Presents clear messages WRITTEN FORMAT *Structures writing so thesis, analysis statements, and conclusion are easy to	*MRITING MECHANICS *Makes spelling and/or grammatical errors that impede understanding *Presents unclear messages WRITTEN FORMAT *Fails to identify analysis statements	N/A evaluate
WRITTEN MATERIALS: Correct grammar, accurate spelling, articulate ideas	*Presents a professional product with no spelling or grammatical errors *Presents clear and concise messages *WRITTEN FORMAT *Organizes pages with analysis statements in a local and easy-to-follow layout *Structures writing with clear transitions between the thesis, analysis statements, and conclusion	*MRITING MECHANICS *Makes some spelling and/or grammatical errors *Presents clear messages WRITTEN FORMAT *Structures writing so thesis, analysis statements, and conclusion are easy to identify	*Makes spelling and/or grammatical errors that impede understanding *Presents unclear messages WRITTEN FORMAT *Fails to identify analysis statements separately from textual evidence	N/A evaluate
WRITTEN MATERIALS: Correct grammar, accurate spelling, articulate ideas VISUAL PRESENTATION:	*Presents a professional product with no spelling or grammatical errors *Presents clear and concise messages *WRITTEN FORMAT *Organizes pages with analysis statements in a local and easy-to-follow layout *Structures writing with clear transitions between the thesis, analysis statements, and conclusion VISUAL ORGANIZATION	*Makes some spelling and/or grammatical errors *Presents clear messages WRITTEN FORMAT *Structures writing so thesis, analysis statements, and conclusion are easy to identify VISUAL ORGANIZATION	*Makes spelling and/or grammatical errors that impede understanding *Presents unclear messages WRITTEN FORMAT *Fails to identify analysis statements separately from textual evidence VISUAL ORGANIZATION	N/A evaluate
WRITTEN MATERIALS: Correct grammar, accurate spelling, articulate ideas VISUAL PRESENTATION: Written materials and	*Presents a professional product with no spelling or grammatical errors *Presents clear and concise messages *WRITTEN FORMAT *Organizes pages with analysis statements in a local and easy-to-follow layout *Structures writing with clear transitions between the thesis, analysis statements, and conclusion VISUAL ORGANIZATION *Arranges and groups items to create a	*MRITING MECHANICS *Makes some spelling and/or grammatical errors *Presents clear messages WRITTEN FORMAT *Structures writing so thesis, analysis statements, and conclusion are easy to identify VISUAL ORGANIZATION *Arranges items to create a clear	*Makes spelling and/or grammatical errors that impede understanding *Presents unclear messages WRITTEN FORMAT *Fails to identify analysis statements separately from textual evidence VISUAL ORGANIZATION *Fails to organize items to form the	N/A evaluate
WRITTEN MATERIALS: Correct grammar, accurate spelling, articulate ideas VISUAL PRESENTATION: Written materials and multimedia elements present	*Presents a professional product with no spelling or grammatical errors *Presents clear and concise messages *WRITTEN FORMAT *Organizes pages with analysis statements in a local and easy-to-follow layout *Structures writing with clear transitions between the thesis, analysis statements, and conclusion VISUAL ORGANIZATION *Arranges and groups items to create a clear argument	*Makes some spelling and/or grammatical errors *Presents clear messages WRITTEN FORMAT *Structures writing so thesis, analysis statements, and conclusion are easy to identify VISUAL ORGANIZATION *Arranges items to create a clear argument	*Makes spelling and/or grammatical errors that impede understanding *Presents unclear messages WRITTEN FORMAT *Fails to identify analysis statements separately from textual evidence VISUAL ORGANIZATION *Fails to organize items to form the argument	N/A evaluate
WRITTEN MATERIALS: Correct grammar, accurate spelling, articulate ideas VISUAL PRESENTATION: Written materials and multimedia elements present clear messages with visual	*Presents a professional product with no spelling or grammatical errors *Presents clear and concise messages *WRITTEN FORMAT *Organizes pages with analysis statements in a local and easy-to-follow layout *Structures writing with clear transitions between the thesis, analysis statements, and conclusion VISUAL ORGANIZATION *Arranges and groups items to create a clear argument *Clearly organizes text and visual	*Makes some spelling and/or grammatical errors *Presents clear messages *WRITTEN FORMAT *Structures writing so thesis, analysis statements, and conclusion are easy to identify VISUAL ORGANIZATION *Arranges items to create a clear argument *Most pieces of visual evidence are	*Makes spelling and/or grammatical errors that impede understanding *Presents unclear messages WRITTEN FORMAT *Fails to identify analysis statements separately from textual evidence VISUAL ORGANIZATION *Fails to organize items to form the	N/A evaluate
WRITTEN MATERIALS: Correct grammar, accurate spelling, articulate ideas VISUAL PRESENTATION: Written materials and multimedia elements present clear messages with visual impact. Website uses	*Presents a professional product with no spelling or grammatical errors *Presents clear and concise messages *WRITTEN FORMAT *Organizes pages with analysis statements in a local and easy-to-follow layout *Structures writing with clear transitions between the thesis, analysis statements, and conclusion VISUAL ORGANIZATION *Arranges and groups items to create a clear argument *Clearly organizes text and visual evidence to guide a reader through the	*Makes some spelling and/or grammatical errors *Presents clear messages WRITTEN FORMAT *Structures writing so thesis, analysis statements, and conclusion are easy to identify VISUAL ORGANIZATION *Arranges items to create a clear argument	*Makes spelling and/or grammatical errors that impede understanding *Presents unclear messages WRITTEN FORMAT *Fails to identify analysis statements separately from textual evidence VISUAL ORGANIZATION *Fails to organize items to form the argument	N/A evaluate
WRITTEN MATERIALS: Correct grammar, accurate spelling, articulate ideas VISUAL PRESENTATION: Written materials and multimedia elements present clear messages with visual	*Presents a professional product with no spelling or grammatical errors *Presents clear and concise messages *WRITTEN FORMAT *Organizes pages with analysis statements in a local and easy-to-follow layout *Structures writing with clear transitions between the thesis, analysis statements, and conclusion VISUAL ORGANIZATION *Arranges and groups items to create a clear argument *Clearly organizes text and visual evidence to guide a reader through the argument	*Makes some spelling and/or grammatical errors *Presents clear messages *WRITTEN FORMAT *Structures writing so thesis, analysis statements, and conclusion are easy to identify VISUAL ORGANIZATION *Arranges items to create a clear argument *Most pieces of visual evidence are organized and have a clear purpose	*Makes spelling and/or grammatical errors that impede understanding *Presents unclear messages WRITTEN FORMAT *Fails to identify analysis statements separately from textual evidence VISUAL ORGANIZATION *Fails to organize items to form the argument *Uses unclear text and visual evidence	N/A evaluate
WRITTEN MATERIALS: Correct grammar, accurate spelling, articulate ideas VISUAL PRESENTATION: Written materials and multimedia elements present clear messages with visual impact. Website uses	*Presents a professional product with no spelling or grammatical errors *Presents clear and concise messages *Presents clear and concise messages WRITTEN FORMAT *Organizes pages with analysis statements in a local and easy-to-follow layout *Structures writing with clear transitions between the thesis, analysis statements, and conclusion VISUAL ORGANIZATION *Arranges and groups items to create a clear argument *Clearly organizes text and visual evidence to guide a reader through the argument VISUAL IMPACT	*Makes some spelling and/or grammatical errors *Presents clear messages *WRITTEN FORMAT *Structures writing so thesis, analysis statements, and conclusion are easy to identify VISUAL ORGANIZATION *Arranges items to create a clear argument *Most pieces of visual evidence are organized and have a clear purpose VISUAL IMPACT	*Makes spelling and/or grammatical errors that impede understanding *Presents unclear messages WRITTEN FORMAT *Fails to identify analysis statements separately from textual evidence VISUAL ORGANIZATION *Fails to organize items to form the argument *Uses unclear text and visual evidence	N/A evaluate
WRITTEN MATERIALS: Correct grammar, accurate spelling, articulate ideas VISUAL PRESENTATION: Written materials and multimedia elements present clear messages with visual impact. Website uses	*Presents a professional product with no spelling or grammatical errors *Presents clear and concise messages *WRITTEN FORMAT *Organizes pages with analysis statements in a local and easy-to-follow layout *Structures writing with clear transitions between the thesis, analysis statements, and conclusion VISUAL ORGANIZATION *Arranges and groups items to create a clear argument *Clearly organizes text and visual evidence to guide a reader through the argument VISUAL IMPACT *Uses a visual theme, layout, and	*Makes some spelling and/or grammatical errors *Presents clear messages *WRITTEN FORMAT *Structures writing so thesis, analysis statements, and conclusion are easy to identify VISUAL ORGANIZATION *Arranges items to create a clear argument *Most pieces of visual evidence are organized and have a clear purpose VISUAL IMPACT *Uses a visual theme and layout to	*Makes spelling and/or grammatical errors that impede understanding *Presents unclear messages WRITTEN FORMAT *Fails to identify analysis statements separately from textual evidence VISUAL ORGANIZATION *Fails to organize items to form the argument *Uses unclear text and visual evidence VISUAL IMPACT *Uses a distracting visual theme and	N/A evaluate
WRITTEN MATERIALS: Correct grammar, accurate spelling, articulate ideas VISUAL PRESENTATION: Written materials and multimedia elements present clear messages with visual impact. Website uses	*Presents a professional product with no spelling or grammatical errors *Presents clear and concise messages *WRITTEN FORMAT *Organizes pages with analysis statements in a local and easy-to-follow layout *Structures writing with clear transitions between the thesis, analysis statements, and conclusion VISUAL ORGANIZATION *Arranges and groups items to create a clear argument *Clearly organizes text and visual evidence to guide a reader through the argument VISUAL IMPACT *Uses a visual theme, layout, and presentation style in a creative way to	*Makes some spelling and/or grammatical errors *Presents clear messages *WRITTEN FORMAT *Structures writing so thesis, analysis statements, and conclusion are easy to identify VISUAL ORGANIZATION *Arranges items to create a clear argument *Most pieces of visual evidence are organized and have a clear purpose VISUAL IMPACT	*Makes spelling and/or grammatical errors that impede understanding *Presents unclear messages WRITTEN FORMAT *Fails to identify analysis statements separately from textual evidence VISUAL ORGANIZATION *Fails to organize items to form the argument *Uses unclear text and visual evidence VISUAL IMPACT *Uses a distracting visual theme and layout taking focus away from the	N/A evaluate
WRITTEN MATERIALS: Correct grammar, accurate spelling, articulate ideas VISUAL PRESENTATION: Written materials and multimedia elements present clear messages with visual impact. Website uses	*Presents a professional product with no spelling or grammatical errors *Presents clear and concise messages *WRITTEN FORMAT *Organizes pages with analysis statements in a local and easy-to-follow layout *Structures writing with clear transitions between the thesis, analysis statements, and conclusion VISUAL ORGANIZATION *Arranges and groups items to create a clear argument *Clearly organizes text and visual evidence to guide a reader through the argument VISUAL IMPACT *Uses a visual theme, layout, and	*Makes some spelling and/or grammatical errors *Presents clear messages *WRITTEN FORMAT *Structures writing so thesis, analysis statements, and conclusion are easy to identify VISUAL ORGANIZATION *Arranges items to create a clear argument *Most pieces of visual evidence are organized and have a clear purpose VISUAL IMPACT *Uses a visual theme and layout to	*Makes spelling and/or grammatical errors that impede understanding *Presents unclear messages WRITTEN FORMAT *Fails to identify analysis statements separately from textual evidence VISUAL ORGANIZATION *Fails to organize items to form the argument *Uses unclear text and visual evidence VISUAL IMPACT *Uses a distracting visual theme and	N/A evaluate
WRITTEN MATERIALS: Correct grammar, accurate spelling, articulate ideas VISUAL PRESENTATION: Written materials and multimedia elements present clear messages with visual impact. Website uses	*Presents a professional product with no spelling or grammatical errors *Presents clear and concise messages *WRITTEN FORMAT *Organizes pages with analysis statements in a local and easy-to-follow layout *Structures writing with clear transitions between the thesis, analysis statements, and conclusion VISUAL ORGANIZATION *Arranges and groups items to create a clear argument *Clearly organizes text and visual evidence to guide a reader through the argument VISUAL IMPACT *Uses a visual theme, layout, and presentation style in a creative way to visually explain an argument	*Makes some spelling and/or grammatical errors *Presents clear messages *WRITTEN FORMAT *Structures writing so thesis, analysis statements, and conclusion are easy to identify VISUAL ORGANIZATION *Arranges items to create a clear argument *Most pieces of visual evidence are organized and have a clear purpose VISUAL IMPACT *Uses a visual theme and layout to	*Makes spelling and/or grammatical errors that impede understanding *Presents unclear messages WRITTEN FORMAT *Fails to identify analysis statements separately from textual evidence VISUAL ORGANIZATION *Fails to organize items to form the argument *Uses unclear text and visual evidence VISUAL IMPACT *Uses a distracting visual theme and layout taking focus away from the	N/A evaluate
WRITTEN MATERIALS: Correct grammar, accurate spelling, articulate ideas VISUAL PRESENTATION: Written materials and multimedia elements present clear messages with visual impact. Website uses	*Presents a professional product with no spelling or grammatical errors *Presents clear and concise messages *WRITTEN FORMAT *Organizes pages with analysis statements in a local and easy-to-follow layout *Structures writing with clear transitions between the thesis, analysis statements, and conclusion VISUAL ORGANIZATION *Arranges and groups items to create a clear argument *Clearly organizes text and visual evidence to guide a reader through the argument VISUAL IMPACT *Uses a visual theme, layout, and presentation style in a creative way to visually explain an argument *Uses a variety of multimedia sources	*Makes some spelling and/or grammatical errors *Presents clear messages WRITTEN FORMAT *Structures writing so thesis, analysis statements, and conclusion are easy to identify VISUAL ORGANIZATION *Arranges items to create a clear argument *Most pieces of visual evidence are organized and have a clear purpose VISUAL IMPACT *Uses a visual theme and layout to support argument	*Makes spelling and/or grammatical errors that impede understanding *Presents unclear messages WRITTEN FORMAT *Fails to identify analysis statements separately from textual evidence VISUAL ORGANIZATION *Fails to organize items to form the argument *Uses unclear text and visual evidence VISUAL IMPACT *Uses a distracting visual theme and layout taking focus away from the argument	N/A evaluate

COMMENTS ON PROJECT STRENGTHS	OPPORTUNITIES FOR IMPROVEMENT
Enter comments here.	Enter comments here.

	Y/N	RULE COMPLIANCE
		Maintains word limit (1200 student-composed words).
		Maintains size limit (100 MB).
Note: This rubric is for classroom use only.		Multimedia clips do not exceed a total of four minutes.
		Includes an annotated bibliography and process paper.
It is not approved for judging at an NHD regional, affiliate, or national		
contest.		Total word counts of website and process paper are included on the home page.
		All visual sources and quotes from written sources are credited within the
		website.