

The third part of this guide offers ideas on how to present your research in one of the following History Day categories, including planning projects and category tips.

- RESEARCH PAPER
- EXHIBIT
- DOCUMENTARY
- PERFORMANCE
- WEBSITE

Remember, the research paper category is only open to individual entries. Exhibits, documentaries, performances, and websites may be created as individual or group entries. Ask your teachers for rules about how many members you can have in a group. The suggestions presented here are not complete. These ideas are only a starting point, and you are encouraged to create your own strategies for developing your project.

Choosing a Category

When selecting a category it is important to consider the following:

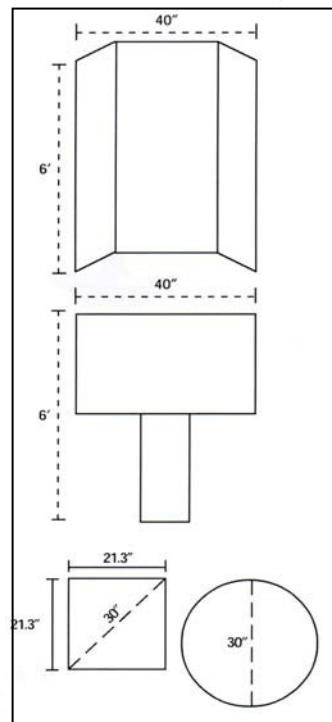
- Which category best fits your interests and skills (or the talents of group members)?
- Will you have access to the equipment or materials you need to present your entry? This is especially important for documentaries and websites!
- Does your research fit one category better than another? For example, do you have enough pictures and illustrations for a documentary?

Once you have selected a category, try to look at examples created by other students. Go to www.nhd.org. This may help give you ideas about the best way to present your topic. Your own creativity, in combination with good research, will make your presentation stand out.

The History Day Contest Rule Book

After choosing your category be sure to consult the History Day *Contest Rule Book* for complete information on the rules that relate to your entry. The *Contest Rule Book* will also describe the judging criteria for evaluating History Day entries. Your teacher may be able to supply you with a *Contest Rule Book* or you can download one from our website. Go to <http://www.lagrange.edu/nhd> and click on “Rule Book.”

Exhibits are visual representations of your research and analysis. They are easy to understand and attractive, similar to exhibits in a museum. To be successful, an exhibit must create an effective balance between visual interest and historical explanation.

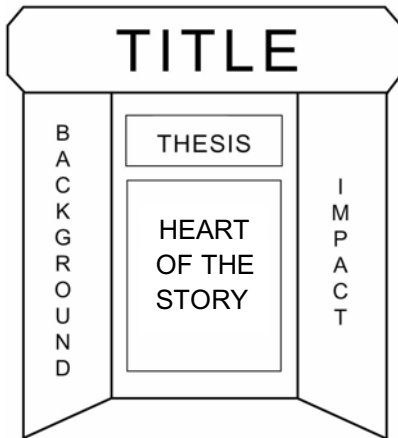


Size Requirements - The overall size of your exhibit when displayed for judging must be no larger than 40 inches wide, 30 inches deep, and six feet high. Measurement of the exhibit does not include the table on which it rests; however, it would include any stand that you create and any table drapes. Circular or rotating exhibits or those meant to be viewed from all sides must be no more than 30 inches in diameter.

Word Limit - There is a 500-word limit that applies to all text created by the student that appears on or as part of an exhibit entry. This includes the text you write for titles, subtitles, captions, graphs, timelines, media devices (e.g., video or computer files), or supplemental materials (e.g. photo albums, scrapbooks, etc.) where you use your own words. You must give a brief credit for each visual on your board, but these do not count towards your word limit. If you use a media device, you are limited to three minutes of audio or video.

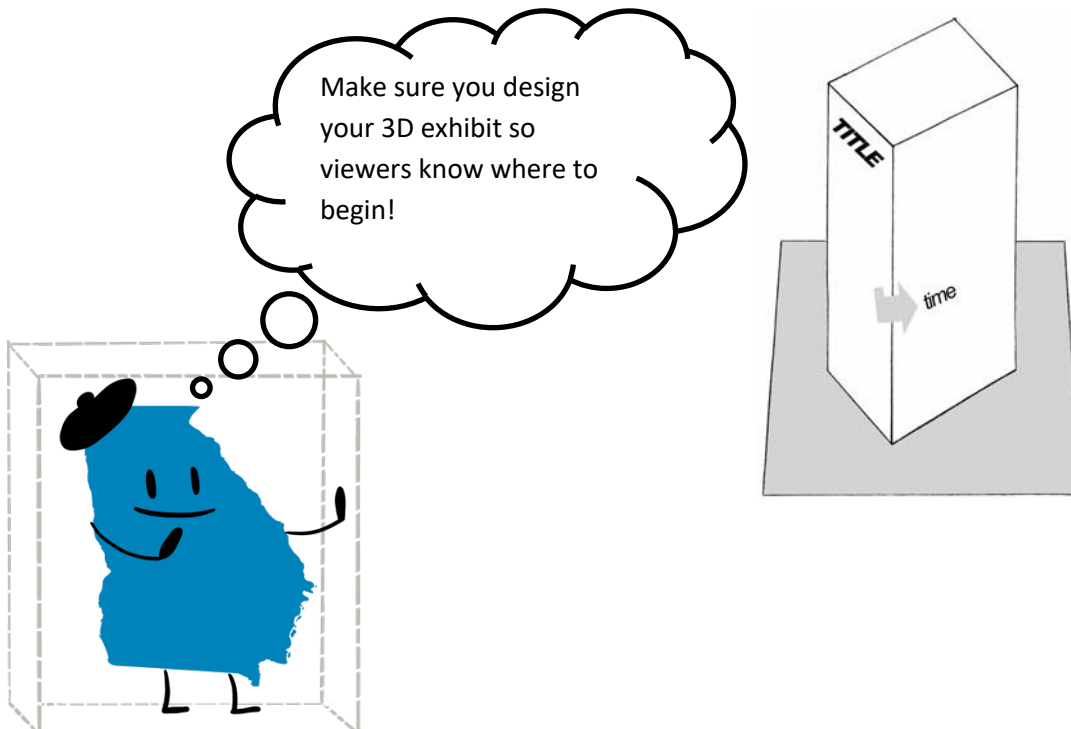
Common Exhibit Types

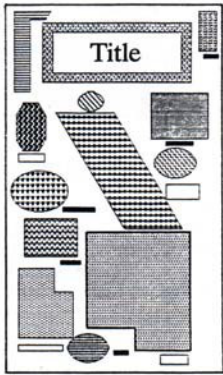
Three-panel Exhibit - The most common style of exhibit entry is a three-panel display. This style is the least complicated to design and build, but is still a very effective way to present your information.



- Be sure your title is the main focus your project.
- Try to use the center panel to present your thesis.
- Remember that you read from left to right, so your exhibit should be in a logical order, beginning with the left panel.
- Artifacts or other materials may also be placed on the table between the side panels. Make sure they relate directly to your topic.

Three-dimensional Exhibit - A three-dimensional exhibit is more complicated to construct but can be especially effective for explaining themes where change over time is important. Like the three-panel display, one side should contain your title and main theme. As you move around the exhibit the development of your topic can be explored. It is not necessary for the project itself to be able to spin. You may set it on a table (or the floor) so people can walk around it.





Planning Your Exhibit

A successful exhibit entry must be able to explain itself. The judges shouldn't need to depend on your interview to understand your argument. It is important that you design your exhibit in a way that your photographs, written materials, and illustrations are easy to understand and to follow.

Avoiding Clutter

It is always tempting to try to get as much onto your exhibit as possible, but this usually makes for a cluttered and confusing display. Try to select only the most important items for your exhibit. If your panels look like the example on the left, there's too much stuff!

Plotting it Out in Advance

It's important to plan out your exhibit in advance. Each section should be labeled. These labels for your title and main ideas are very important because they direct the viewer's eye around your exhibit. Figure out what you want in each section, including drafts of your text and ideas for quotes, photos, and other illustrations. Be sure to lay everything out BEFORE you glue it down.

Exhibits Must Include Credits for All Visual Sources

Students must include a brief credit, on the exhibit itself, for all visual sources (e.g. photographs, paintings, charts, graphs, etc.). They must also fully cite these sources in their annotated bibliography. (See: IV. Individual Category Rules – B. Exhibit, Rule D5, Chapter 6.4, page 33)

- Keep in mind that a credit will be much briefer than a full citation. For example: The credit below includes the organization where this picture can be found (Library of Congress), but does NOT include the details that are part of the bibliographic citation.
- Students may consider including these credits in a smaller font, below the image on the exhibit, similar to how a credit appears in a book.
- These brief credits do NOT count toward the student-composed wordcount.

A brief, factual credit is required and does not count toward the 500-word limit.

Consider including your credit in a smaller font either below or along the side of the image.

Alice Paul, 1918, Library of Congress



Alice Paul was responsible for the campaign for women's suffrage and the introduction of the Equal Rights Amendment.

A student-written caption does count toward the 500 word

A caption is not required, but is sometimes a good idea to help show how the image supports your argument.

WORKSHEET: PLANNING YOUR EXHIBIT

TITLE

BACKGROUND

Put your topic into historical context

- What was taking place before or at the same time as your topic?
- What outside forces influenced your topic?
- What else does the viewer need to know?

THESIS



The “HEART OF THE STORY” or “MAIN EVENTS” describe the key details of your topic

- Give the major details about the main events. What happened?
- Include specific details
- This section generally covers a smaller time period

Short Term Impact

Focus on what happened shortly after the main events of your topic

Build Up

Give more specific information related to your topic than “background”. Think of this as the “spark” that set the main event in motion

Long Term Impact

Take a step back and think about the **historical significance** of your topic. Be sure to connect this back to your thesis!

CATEGORY: DOCUMENTARY

In the documentary category you will create a ten-minute film like the ones on PBS or the History Channel. Two popular technologies used for documentaries are computer-generated slide presentations and digital video presentations. Whichever technology you choose, keep the following in mind:

- Make a storyboard of the types of images you want to use to explain your topic.
- Collect a large number of images to avoid too much repetition. You'll need about 100 images for a ten-minute documentary.
- Use appropriate music as an important addition to your recorded script.
- Write your script or narrative first and then add images.
- Make sure that the script fits with the image on the screen.
- Preview early and re-edit at least once.

Video Presentations

The availability of home video cameras and easy-to-use digital video editing computer software, such as iMovie or Windows MovieMaker, has made this type of documentary the most popular. Here are some suggestions for video presentations:

- Remember: Students must operate the camera and the editing equipment.
- Stay organized. Draw up a storyboard of the scenes you will be shooting.
- Present a variety of panning shots, interviews, original footage, and still photographs.
- Appropriate music is an effective addition to your soundtrack, but remember that the music must match your presentation. Do not let it overshadow the verbal presentation.
- Watch professional documentaries for ideas.
- At events, be sure to test the available equipment so that your DVD works correctly.
- If you are burning your documentary to a disc, make sure you burn the whole video, not just the file!

Computer-Generated Slide Presentations



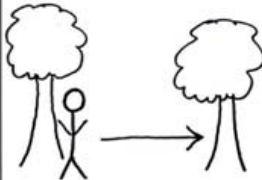

Computer slide-show software programs, such as PowerPoint, provide excellent tools for combining the audio and visual aspects of a documentary. When using computers to develop slide shows, don't rely on screen after screen of text to tell your story. Images driven by a recorded audio track are much more effective than bullet points or text pages. If you plan to run your slide show from a computer, be sure to bring all the necessary equipment with you to the History Day event. They are less common than video presentations.

Storyboards

Regardless of what type of documentary you decide to create, a storyboard is a great tool that helps you combine the audio and visual elements of your project. It will also save you time when you go to create your final product.

You can make a storyboard form by creating a three- column table similar to the one shown on the next page.

Label the columns Notes, Visual and Audio. Use the Visual and Audio columns to match your narrative with the images you intend to use to illustrate your points. Use the Notes column to add any information about the section that will help you during the production stage.

Media Storyboard Form		Name: <u>U.S. Dakota War of 1862</u>
Notes	Visual	Audio
Location Shot. Long shot, no pan	 <p>* Wood Lake Highway Sign</p>	On September 23, 1862 the Battle of Wood Lake...
Insert still at the word "marked" No pan on still	 <p>* Wood Lake Camp Illustration</p>	...marked the end of organized warfare by the Dakota.
Location shot Camera pans right, following narrator		On September 26, 1862, the Dakota surrendered their captives at Camp Release, near president day Montevideo, Minnesota. When the killing had ended, the war left hundreds of Indians and whites dead and countless wounded. It was the beginning of the end for the culture of the Dakota, and there would be no more compromises.
Talking head Close up	 <p>Professor Meyer</p>	"The whites were certainly winners, because the Dakota were expelled from Minnesota, and only a rather small number of them were allowed to come back to Minnesota afterwards. Their lands were lost. Their annuities were taken from them. So they were definitely the losers in that war."

THE DOCUMENTARY

'TOOTSIE' ROLL

It is important to think about breaking up your documentary into smaller segments, just like an exhibit is divided into sections. It will be easier to organize your thoughts into these smaller parts. It's also easier for your viewers to follow along when you have a well-organized documentary. Here are some general ideas about how you may want to organize your documentary.

1	2	3	4	5	6	7
TITLE	THESIS	BACKGROUND/ BUILDUP	MAIN EVENT	SHORT & LONG TERM IMPACT	CONCLUSION	CREDITS



Track 1: Student read narration etc.



Track 2: Historically appropriate music and sound effects

1. TITLE – 15 seconds
2. THESIS STATEMENT – 1 minute
3. BACKGROUND/BUILDUP – 2 minutes, 30 seconds
 - a. Put your topic into historical context.
 - b. Give more specific information related to your topic then just background.
4. MAIN EVENT – 2 minutes, 30 seconds
 - a. Give major details about the main events in your topic.
 - b. Include specific details about the most critical people and events.
 - c. Focused period of time.
5. SHORT AND LONG TERM IMPACT – 2 minutes, 30 seconds
 - a. Focus first on what happened immediately after the main events of your topic.
 - b. Take a step back and think about the historical significance of your topic.
6. CONCLUSION – 1 minute
 - a. Restate Thesis.
 - b. Restate Historical Significance.
 - c. Relation to theme.
7. END TITLES/CREDITS – 15 seconds

CATEGORY: PERFORMANCE



The performance category allows you to create a historical argument using acting. It will be a dramatic portrayal of your topic's significance in history. Entries in this category must have dramatic appeal, but not at the expense of historical information.

Basic Rules

- No longer than 10 minutes
- Must be an original production
- You must set up the props before your performance by yourself

Research Comes First

Don't jump right in and start writing a script. Do good research first. This is the foundation for your entire project!

Develop a Thesis

Even in the performance category, it's important that you are discussing the significance of your topic in history. After you've done your research, develop your thesis before you start planning your performance.

Brainstorm Scenarios

Once you have a thesis, it's your chance to figure out which characters and scenarios will best help you to discuss this for your viewers. Be creative! Consider not just the major players in your topic. What people were connected to this topic that might provide an interesting point of view on the issue? Remember: You want to avoid presenting an oral report on a character that begins with when they were born and ends with when they died. Become the historical figure and write your script around an important time or place that will explain your ideas.

Write the Script

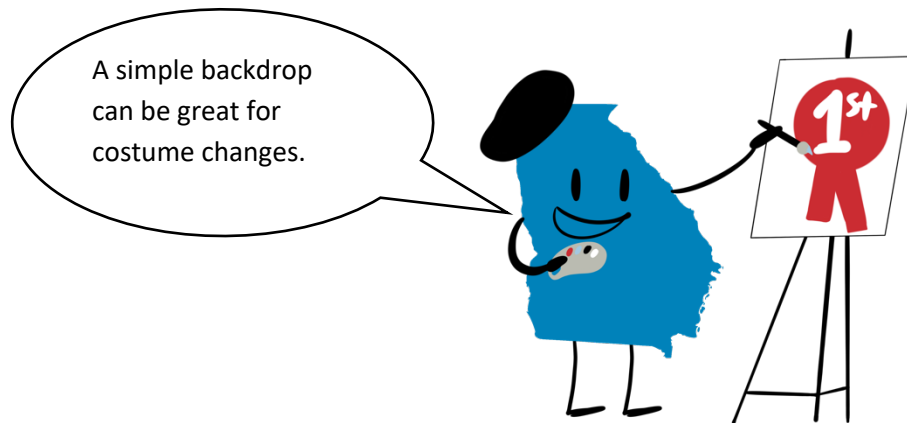
The average script for a ten-minute performance is four to five double-spaces pages. Make sure your thesis is clear in your performance, ideally incorporated into the beginning and ending of your performance. Make sure your script contains references to the historical evidence, particularly the primary source material you found in your research. Using actual dialogue, quotations, or taking excerpts from speeches are good ways to put historical detail into your performance.

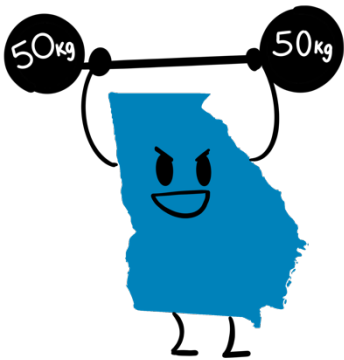
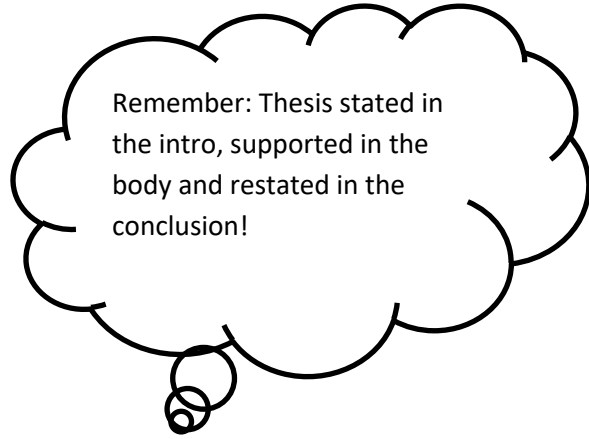
Practice!

Once you have a solid script you can begin practicing. This will include blocking, memorizing, costumes and set design. Often times the more simple props and costumes are the better. Good costumes help make you convincing, but be sure they are appropriate to your topic. Consult photographs or costume guides if you are unsure about appropriate dress. See examples of historical plays to get ideas about stage movements, use of props, etc.

Remember What's Important

Don't get carried away with props! Content is the most important factor in your performance and any props you use should be directly related to your theme. Props should help you to emphasize the key concepts of your performance. Remember, you only have five minutes to put up and take down your props.





By their very nature, performances are the most creative History Day category. It's impossible to give you a formula for a successful performance. They can take many different formats and will vary based on the number of people, characters, scenarios, and topic. Below are two tools to help you begin brainstorming your performance. Keep in mind that these are not the only successful approaches to the performance category—just a place to get started. Be creative!

DRAFTING YOUR SCRIPT	
What	Key Questions and Elements
Intro (1 minute)	<ul style="list-style-type: none">• Set the scene. Who are you? When is this taking place? Where are you?• Introduce your thesis
Historical Context/ Background (2 minutes)	<ul style="list-style-type: none">• What happened before your topic to influence it?• Were there other movements, people or ideas that influenced it?• What events led up to the topic?
Heart of Story (3 minutes)	<ul style="list-style-type: none">• Key events and issues related to your topic
Short and Long-Term Impact (3 minutes)	<ul style="list-style-type: none">• What were the immediate outcomes of your topic?• What has been the long-term significance of your topic in history?
Conclusion/ Wrap-Up (1 minute)	<ul style="list-style-type: none">• Reinforce your thesis• Conclude your character's actions

What Would Your Characters Know?

When selecting characters for your performance, it's important to think about what they would or wouldn't know. If your character is Abraham Lincoln, it's impossible for him to know what happened in 1870 because he was assassinated in 1865. Sometimes selecting a different character—maybe someone who wasn't a major player—gives you the chance to take a step back and discuss your topic's significance in history in a different way. Instead of Abraham Lincoln, one of his advisors or aides who lived after his death would give you a more long-term perspective on Lincoln's presidency.



The website category allows you to create an interactive, educational website. The key to the website category is a strong historical argument and evidence supported by clear organization, simple navigation tools, and interactivity without glitz and glamor.

The NHD Website Editor

Students creating a website must built their site using the NHD Website Editor, a free, online web-building tool known as NHDWebCentral. Start at www.nhd.org/nhdwebcentral.

General Technical Specs

- No more than 1,200 visible, student-composed words. This doesn't count words you don't write (such as quotes or words in primary sources). It also does not count recurring menus and titles in the navigational structure of your site.
- Sites can be no larger than 100 MB. The NHD Website Editor will limit you to this amount.
- Your use of multimedia clips may not exceed 3 minutes. It's up to you if you do multiple short clips, or a few longer ones. You may not narrate audio/video clips.
- All visual and multimedia material must include a brief credit on your website as well as be included in your annotated bibliography. These do not count towards your word limit.
- Your process paper and bibliography must be included as an integrated part of your website. They do not count towards your total website word limit.
- See the National History Day *Contest Rule Book* for complete rules. (*NHD Rule Book, Chapter 6.5, pps 33-36*)
- Make sure to publish your website as you make changes!

Research and Planning out Your Website First

It may be tempting to begin using the NHD Website Editor right away, but actually building your website is one of the final steps in your process. You will want to do your research and develop a thesis first. Once you have an idea of what you want to say, **plan your website out on paper**. Decide on the pages you need, how they will be organized, and what sort of supplemental media content you might want to use.

Consider Including...

The most successful websites are more than just a paper on a computer screen. This category gives you the opportunity to share your ideas in a variety of engaging formats, including multimedia clips, images, and primary sources within your website. As you decide which elements to include, remember to only include those that relate most directly to your argument.

Competing with Websites

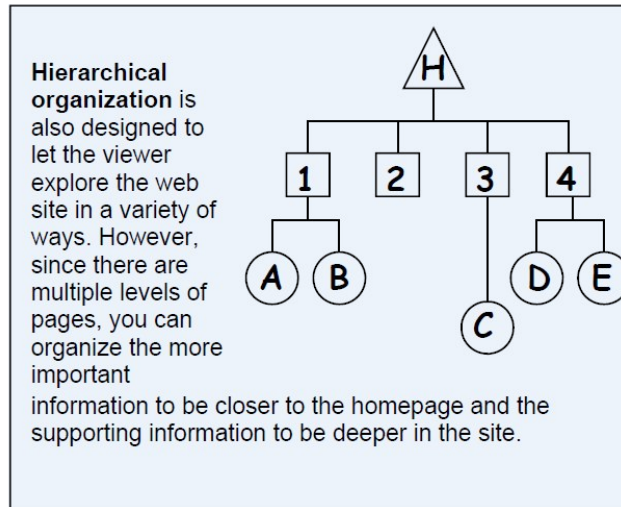
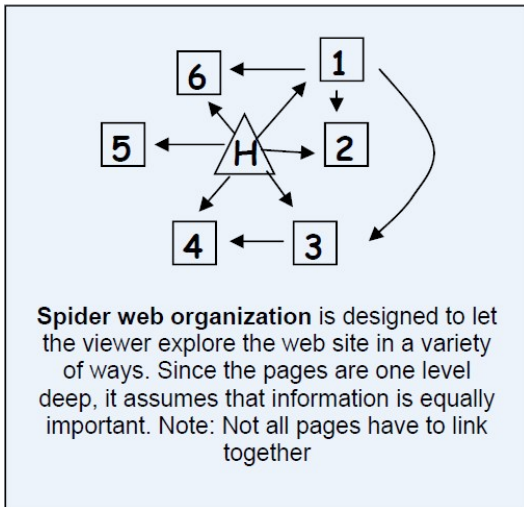
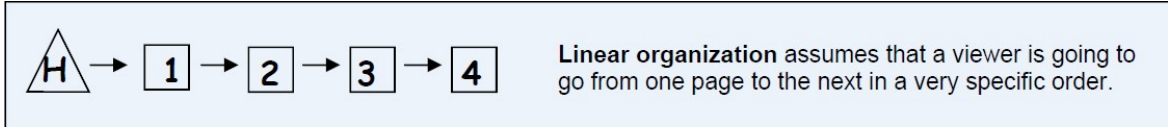
- After your website is built, be sure to test it on a number of browsers (Internet Explorer, Safari, Firefox, and Chrome) to ensure that it has the visual impact you desire.
- Keep track of your project's assigned web address as you will need this to register.

Example Projects

If you would like to see some examples of other History Day websites, visit www.nhd.org.

Organizing Your Pages

Once you've decided which pages you need on your website, there are several different ways to think about organizing and linking them together. No matter which approach you select, it's important that it makes sense and isn't confusing to viewers.



Website Rule Reminders!

Website: Multimedia is Limited to No More than Four Minutes for Entire Website

A website may contain multimedia, audio, video, or both, but the grand total for all multimedia used within the website may total no more than three minutes.

Rather, students have a grand total of four minutes to divide up at their discretion. It is the student's decision to divide up this overall media limit to best provide supporting evidence in their website. (See: IV. Individual Category Rules – E. Website, Rule E5, page 34)

- Please note that any music or song that plays after a page loads is included in this total.
- A website could include many, smaller clips or include fewer, longer clips. The choice is up to the student.

Website: Quotes and Visual Sources Must Be Credited Within Website

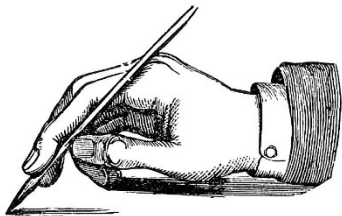
Students must include a brief credit, in the website itself, for all VISUAL and WRITTEN sources (e.g. quotes, photographs, paintings, charts, graphs, etc.). They must also fully cite these sources in their annotated bibliography. (See: IV. Individual Category Rules – Website, E6, page 35)

- Keep in mind that a credit will be much briefer than a full citation.
- These brief credits do NOT count toward the student-composed word count.

Begin planning out the pages you need in your website. Each page should directly support your thesis statement. Remember: These are just some beginning ideas. You may want to include more pages, fewer pages, or create subpages on your website. Just keep in mind the ease of navigation for your viewer.

Think about which pages would best support your thesis statement and write them below. Remember—you can add as many or as few pages as you want as long as you're organized. You will want to include your thesis on your homepage, but do not have to label it "thesis". Write your thesis here and use it as a guide to decide which pages you want to include on your website

HOME/THESIS
BACKGROUND/CONTEXT
LEAD UP
HEART OF THE MATTER
SHORT TERM IMPACT
LONG TERM IMPACT
CONCLUSION/RESTATE THESIS
Process paper/Bibliography



The process of the research paper is similar to the writing of articles and books by college professors. Throughout your schooling, you will be expected to write research papers.

A research paper requires three basic steps.

1. Collection of information.
2. Organization of information.
3. Presentation of the topic in an interesting way.

There are many books available on how to write research papers and you may find it helpful to look at one or more of them before you begin. Ask your history or English teacher to suggest some useful guides. Here are some of the most common questions about research papers:

What is a footnote?

Footnotes are explanations provided by writers about ideas or quotations presented in the paper are not their own. Footnotes not only give credit to the originators of ideas, but also serve as “evidence” in support of your ideas. Usually footnotes occur in three situations:

1. **Quoting a Primary Source:** An example of this would be including a selection from a speech or interview.
2. **Quoting a Secondary Source:** If you take a direct quotation from someone’s book, you must footnote it.
3. **Paraphrasing a Secondary Source:** Even if you change an author’s ideas into your own words, you must footnote where you found this information.

How long does this paper have to be?

History Day papers are 1,500 to 2,500 words in length (approx. 6-10 pages). Each word or number in the text counts as one word. The word limit does not apply to: notes, annotated bibliography, illustration captions, and supplemental appendix materials.

Must the paper be typed?

No, but typing is always best, and you may have someone type your paper for you.

Be sure to refer to your Contest Rule Book for more information about title pages, footnote style, and requirements.

PROCESS PAPER AND ANNOTATED BIBLIOGRAPHY

All students must create and submit additional supporting materials with their projects. All categories must submit an annotated bibliography. All categories except papers must submit a process paper as well.

Title Page

The title page includes the following information. Do not include any additional information or illustrations on the title page.

- Title of the entry
- Name(s) of the student(s) who developed the entry
- Age division and category of the entry
- Word count
 - **Exhibit:** Include the student-composed word count for the exhibit and the total word count in the process paper
 - **Documentary and Performance:** Include the total word count in the process paper
 - **Paper:** Include the total word count in the paper.
 - **Website:** Include this information on the homepage of your website. Include the student- composed word count for website and the total word count in the process paper

It is important to come up with a good title for your entry. A good title will quickly introduce your topic, but also adds wording that helps the viewer understand your point of view.

Title	Title	Title	Title
Name	Name	Name	Senior Division
Junior Division	Junior Division	Senior Division	Individual Documentary
Historical Paper	Group Exhibit	Individual Performance	Process Paper: 410 words
Paper Length: 2,234 words	Student-composed Words: 489	Process Paper: 425 words	
	Process Paper: 410		

Process Paper

Students creating entries in the exhibit, documentary, performance, and website categories must also write a process paper. It is important to do a good job on this part of your entry because it is the first thing that people look at when evaluating History Day entries. The research paper category requires a title page and annotated bibliography, but does not include a process paper.

The process paper is not a summary of the topic, but an essay that describes the process of how the students developed the entry. This paper is no longer than 500 words, usually 4-5 paragraphs addressing:

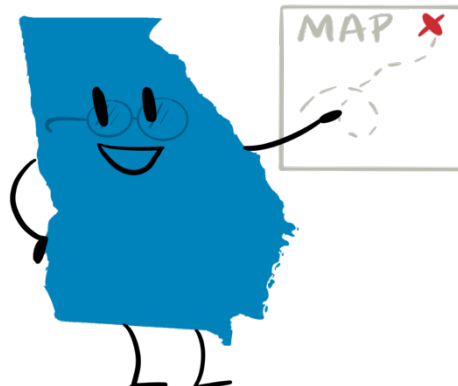
- How did you get the idea for this topic?
- Where did you go for your research? What types of sources (newspapers, documents, interviews, etc.) did you use?
- How did you put your presentation together? What skills did you learn?
- How does your topic relate to the theme? Why is this topic important in history?

Annotated Bibliography

A bibliography is an alphabetized list of the sources used in developing a historical project. An annotated bibliography not only lists the sources, but also gives a short description of each source and how you used it in your entry. A History Day bibliography should be separated into primary and secondary sources. For guidelines on bibliographic style refer to *A Manual for Writers of Term Papers, Theses, and Dissertations* by Kate L. Turabian, or the style guide of the Modern Language Association of America (MLA).

NHD has produced a great set of “Quick Tip” videos on annotated bibliographies. You can view them by visiting NHD’s YouTube page!

The annotated bib is the
“roadmap” of your project.
Keep it organized and easy
for a judge to follow!



Evaluating National History Day Projects

At all levels of History Day competitions, judges are looking at the following criteria, which heavily focuses on the history behind your project.

- 80% Historical Quality:** Historical accuracy, analysis and interpretation, historical context, wide research, uses available primary sources, research is balanced. The work clearly relates topic to theme, demonstrates significance of topic in history, draws conclusions, and reflects student voice.
- 20% Clarity of Presentation:** Uses the category effectively to explain ideas.

Rules Compliance: Project follows general guidelines for History Day as well as category-specific rules

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 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"/> Analyze the short-term and long-term causes of the historical events	<input type="checkbox"/> Identifies the short-term and long-term causes of the historical events	<input type="checkbox"/> Explains the causes of the historical events	<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"/> Analyze 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 and 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, arguments, 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	

Visit www.lagrange.edu/nhd to get a better look at a judge's evaluation sheet!



CLARITY OF PRESENTATION - 20%					
	SUPERIOR	EXCELLENT	GOOD	FAIR	NOT EVIDENT
WRITTEN MATERIAL AND DESIGN	<input type="checkbox"/> Presents written material that is both 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"/> 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"/> 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"/> Presents all visual material clearly <input type="checkbox"/> Structures exhibit through organization and orientation <input type="checkbox"/> Selects font, formatting, and color that do not enhance readability and are appropriate to the topic	<input type="checkbox"/> Presents most visual material clearly <input type="checkbox"/> Mostly structures exhibit through organization and orientation <input type="checkbox"/> Selects font, formatting, and color that do not enhance readability and are appropriate to the topic	<input type="checkbox"/> Presents some visual material clearly <input type="checkbox"/> Attempts to structure exhibit through organization and orientation <input type="checkbox"/> Selects font, formatting, and color that do not enhance readability and are somewhat appropriate to the topic	<input type="checkbox"/> Presents visual material that is not clear <input type="checkbox"/> Little attempt to structure exhibit through organization and orientation <input type="checkbox"/> Font, formatting, and color do not enhance readability and 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
