

PODCAST ELEMENTARY DIVISION

		HISTORICAL QU	NE = Not Evident							
	EXEMPLARY	PROFICIENT	DEVELOPING	NOVICE	NE					
HISTORICAL ARGUMENT (THESIS OR CLAIM)	☐ Historical argument is supported by analysis and evidence.	☐ Historical argument is supported by evidence.	☐ Historical argument describes the topic.	☐ Historical argument is evident in project.						
WIDE RESEARCH	☐ Bibliography includes a sufficient variety of types of available sources.	☐ Bibliography includes a moderate variety of types of available sources.	☐ Bibliography includes a limited variety of types of available sources.	☐ Bibliography includes appropriate sources.						
PRIMARY SOURCES	☐ Primary sources mostly support the historical argument.	☐ Primary sources somewhat support the historical argument.	☐ Primary sources are present but do not necessarily support the historical argument.	☐ Research includes primary sources.						
HISTORICAL CONTEXT	☐ Relevant connections to the topic's time and place are mostly made and analyzed.	☐ Relevant connections to the topic's time and place are somewhat made and analyzed.	☐ Identifies key people, events, and ideas leading to topic	☐ Includes historic details leading to topic						
MULTIPLE PERSPECTIVES	☐ Varied perspectives are consistently included throughout the project.	☐ Varied perspectives are mostly included throughout the project.	☐ Varied perspectives are somewhat included throughout the project.	☐ Varied perspectives are included in a limited way.						
CONNECTION TO THEME	☐ Annual theme is consistently clear and connected to the topic in the project and argument.	☐ Annual theme is mostly clear and connected to the topic in the project and argument.	☐ Annual theme is somewhat clear and connected to the topic in the project and argument.	☐ Annual theme has minimal clarity and the connection to the topic in the project and argument is unclear.						
SIGNIFICANCE IN HISTORY	☐ The impact of the topic is consistently analyzed in the conclusion.	☐ The impact of the topic is mostly analyzed in the conclusion.	☐ The impact of the topic is somewhat analyzed in the conclusion.	☐ The impact of the topic is limited.						
STRENGTHS & AREAS FOR IMPROVEMENT										

CLARITY OF PRESENTATION - 20%									
	EXEMPLARY	PROFICIENT	DEVELOPING	NOVICE	NE				
AUDIO	 □ Audio is consistently appropriate and easy to understand. □ Use of sound creates a compelling listening experience. 	□ Audio is mostly appropriate and easy to understand. □ Use of sound creates a mostly compelling listening experience.	 ☐ Audio is somewhat appropriate and easy to understand. ☐ Use of sound creates a somewhat compelling listening experience. 	 □ Audio is appropriate in limited instances or impedes understanding. □ Use of sound creates a limited listening experience. 					
TECHNICAL	□ Narration is consistently free of mechanical or grammatical errors. □ Volume of audio components is consistently even.	 □ Narration is mostly free of mechanical or grammatical errors. □ Volume of audio components is mostly even. 	□ Narration is somewhat free of mechanical or grammatical errors. □ Volume of audio components is somewhat even.	□ Narration contains major grammatical or mechanical errors that impede understanding. □ Volume of audio components is mostly uneven.					
STUDENT VOICE	☐ Student analysis is consistently clear and balanced between their own words/ideas and supporting evidence.	☐ Student analysis is mostly clear and balanced between their own words/ ideas and supporting evidence.	☐ Student analysis is somewhat clear and balanced between their own words/ideas and supporting evidence.	☐ Student analysis is limited in clarity and balance between their own words/ ideas and supporting evidence.					
Entry includes Show Notes.									