**National History Day Rubric (Research)**

Name(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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|  | **4** | **3** | **2** | **1** | **0** |
| **Evidence - Accuracy** | Project accurately uses the content from a wide variety of sources to support an argument in response to the thesis. | Project accurately uses the content from multiple sources to support the thesis. | Project demonstrates minor inaccuracies in historical scholarship. | Project demonstrates multiple inaccuracies in historical scholarship. | Component missing |
| **Analysis and Interpretation** | Selected sources provide analysis and/or interpretation through point of view, purpose, historical situation, and/or intended audience. | Selected sources provide narrative/explanation of historical topic. | Selected sources provide weak support of topic. | Sources provide inadequate support for historical topic. | Component missing |
| **Historical context** | Project relates the thesis to broader historical events, developments or processes that occur before, during, or continue after the timeframe of the topic. | Project demonstrates adequate contextualization to broader historical events, but may lack in-depth examination of necessary developments or processes. | Contextualization is present, but lacks direct connection to topic of research | Contextualization is lacking, does not match the topic of study or does not help to clarify the topic of research | Component missing |
| **Research** | Project demonstrates application of more than5 appropriate resources covering a wide variety of information. | Project demonstrates application of at least 5 appropriate resources. | Project demonstrates application of at least 3 appropriate resources covering a wide variety of information. | Project demonstrates application of less than 3 appropriate resources. | Component missing |
| **Primary Sources** | Considering the availability of primary sources available for the time-period, project incorporates extensive primary source documents as the basis for evidence supporting the thesis. | Considering the availability of primary sources available for the time-period, project incorporates numerous primary source documents as the basis for evidence supporting the thesis. | Considering the availability of primary sources available for the time-period, project incorporates limited primary source documents as the basis for evidence supporting the thesis. | Considering the availability of primary sources available for the time-period, project incorporates few primary source documents as the basis for evidence supporting the thesis. | Component missing |
| **Evidence – Balance** | Project demonstrates extraordinary attention to the balance of sources (journals, books, web, media, interviews, photographs, audio evidence, etc.) to support thesis. | Project demonstrates attention to the balance of sources (journals, books, web, media, interviews, photographs, audio evidence, etc.) to support thesis. | Project demonstrates limited attention to the balance of sources (journals, books, web, media, interviews, photographs, audio evidence, etc.) to support thesis. | Project lacks balance of available resources/evidence appropriate for the time-period. | Component missing |
| **Theme/Thesis** | Thesis makes a claim that clearly responds to the unit theme. It consists of one or more sentences located in one place, either in the introduction or conclusion. | Thesis makes a claim that references the annual theme. It consists of one or more sentences located in one place. | Although present, thesis does not adequately address topic in reference to the unit theme. It may be incomplete or difficult to locate. | Thesis is unclear, does not relate to the unit theme or is not easily discernible within project. | Component missing |
| **Significance of Topic in History** | Demonstrates a complex understanding of the historical development that is the focus of the topic, using evidence to corroborate, qualify, or modify an argument that addresses the thesis. | Demonstrates understanding of the historical development that is the focus of the topic, using evidence that superficially addresses the thesis. | Demonstrates incomplete understanding of the historical development that is the focus of the topic. Vital evidence or information is missing. | Broad understanding of topic and its impact are not evidenced through the execution of the project. | Component missing |

**Category Rubric: Group Individual EXHIBIT**

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| --- | --- | --- | --- | --- | --- |
|  | **4** | **3** | **2** | **1** | **0** |
| **Clarity** | Exhibit is original, clear, appropriate, organized and articulate. | Exhibit demonstrates original, clear, appropriate, organized and/or articulate work, but there are a few minor areas that need improvement. | Exhibit exhibits inconsistencies in originality, clarity, appropriateness, organization and/or articulateness. There are several areas that need improvement or one area that needs substantial improvement. | Exhibit lacks adequate originality, clarity, appropriateness, organization, and/or attention to mechanics/grammar. | Component missing |
| **Visual Impact** | Attention has been paid to artistic merit including creative presentation, neatness, color, clarity of images, and size of visual components. | Exhibit demonstrates artistic merit including creative presentation, neatness, color, clarity of images, and size of visual components, but there are a few minor areas that need improvement. | Exhibit exhibits inconsistencies in artistic merit including creative presentation, neatness, color, clarity of images, and size of visual components. There are several areas that need improvement. | Project lacks adequate artistic merit through presentation, neatness, color, clarity of images, and/or size of visual components. | Component missing |
| **Compliance** | All NHD rules including board size, timing of media devices, word count of 500 student-composed words, and citations are met. Annotated bibliography and process paper are separate elements, not included on the exhibit itself. | One NHD rule regarding board size, timing of media devices, word count, and/or citations is not met. Annotated bibliography and process paper are separate elements, not included on the exhibit itself. | 2-3 NHD rules regarding board size, timing of media devices, word count, and/or citations are not met. Annotated bibliography and process paper are separate elements, not included on the exhibit itself. | 4-5 NHD rules regarding board size, timing of media devices, word count, and/or citations are not met. Annotated bibliography and/or process paper are included on the exhibit itself. | Component missing |

Feedback: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **General** | **Category** | **Total** | **Score** |
|  |  | /40 |  |

**Category Rubric: Group Individual WEBSITE**

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|  | **4** | **3** | **2** | **1** | **0** |
| **Clarity** | Website/written material are original, clear, appropriate, organized and articulate. | Website/written material are generally original, clear, appropriate, organized and articulate. There are a few minor areas that need improvement. | Website/written material exhibits inconsistencies in originality, clarity, appropriateness, organization and articulateness. There are several areas that need improvement or one area that needs substantial improvement. | Website/written material lacks adequate originality, clarity, appropriateness, organization and/or attention to mechanics/grammar. | Component missing |
| **Visual Impact** | Website has visual impact, uses multimedia effectively and actively involves viewer. | Website demonstrates visual impact, incorporates multimedia element(s) and interests the viewer. There are a few minor areas that need improvement. | Website exhibits inconsistencies in visual impact, effective use of multimedia element(s) and/or viewer interest. There are several areas that need improvement or one area that needs substantial improvement. | Website lacks visual impact, uses multimedia ineffectively and does not actively involve viewer. | Component missing |
| **Compliance** | All NHD rules including word counts of 1200 student-composed words and the process paper on the homepage, size limit of 100 MB, multimedia clip time of 4 min, and citations for all images and quotes have been met. Annotated bibliography and process paper are digitized on website. | One NHD rule regarding word count and the process paper on the homepage, size limit of 100 MB, multimedia clip time of 4 min, and citations for all images and quotes has not been met. Annotated bibliography and process paper are digitized on website. | 2-3 NHD rules regarding word count and the process paper on the homepage, size limit of 100 MB, multimedia clip time of 4 min, and citations for all images and quotes have not been met. Annotated bibliography and process paper are digitized on website. | 4-5 NHD rules regarding word count and the process paper on the homepage, size limit of 100 MB, multimedia clip time of 4 min, and citations for all images and quotes have not been met. Annotated bibliography and process paper are not digitized on website. | Component missing |

Feedback: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **General** | **Category** | **Total** | **Score** |
|  |  | /40 |  |

**History Fair Rubric: PAPER**

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|  | **4** | **3** | **2** | **1** | **0** |
| **Clarity** | Paper is original, clear, appropriate and organized. | Paper is generally original, clear, appropriate and organized. There are a few minor areas that need improvement. | Paper demonstrates inconsistencies in originality, clarity, appropriateness and/or organization. There are several areas that need improvement or one area that needs substantial improvement. | Paper lacks adequate originality, clarity, appropriateness, and/or organization. | Component missing |
| **Visual Impact** | Uses appropriate grammar and spelling throughout. | Generally uses appropriate grammar and spelling throughout. There are a few minor areas that need improvement. | Paper demonstrates inconsistencies in spelling and/or grammar. There are several areas that need improvement or one area that needs substantial improvement. | Consistent grammar and/or spelling mistakes detract from the content information. | Component missing |
| **Compliance** | All NHD rules including word count of 1000-2000 words, citations (footnotes, endnotes, or internal documentation), and title page with word count are met. | One NHD rule regarding word count of 1000-2000 words, citations and title page with word count have not been met. | Two NHD rules including word count of 1000-2000 words, citations and title page with word count have not been met. | Three or more NHD rules including word count of 1000-2000 words, citations and title page with word count have not been met. | Component missing |

Feedback: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **General** | **Category** | **Total** | **Score** |
|  |  | /40 |  |

**History Fair Rubric: Group Individual DOCUMENTARY**

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| --- | --- | --- | --- | --- | --- |
|  | **4** | **3** | **2** | **1** | **0** |
| **Clarity** | Presentation is original, clear, appropriate, organized, and articulate. | Presentation is generally original, clear, appropriate, organized, and articulate. There are a few minor areas that need improvement. | Presentation demonstrates inconsistencies in originality, clarity, appropriateness, organization, and/or articulateness. There are several areas that need improvement or one area that needs substantial improvement. | Documentary lacks adequate originality, clarity, appropriateness, organization, and/or attention to grammar. | Component missing |
| **Visual Impact** | Visual impact is appropriate to topic. Attention has been paid to clarity of images, speed of transitions and size of visual components. | Visual impact is generally appropriate to topic. Images, speed of transitions and/or size of visual components may need improvement. | Documentary demonstrates inconsistencies in visual impact and/or appropriateness to topic. Images, speed of transitions and/or size of visual components may need substantial improvement. | Visual impact is lacking or inappropriate to topic. Clarity of images, speed of transitions and size of visual components detract from execution of historical content. | Component missing |
| **Compliance** | All NHD rules including max. time limit of 10 minutes, student-run equipment, and acknowledgements/brief credits included at the end of the documentary have been met. | One NHD rule regarding max. time limit, student-run equipment, and/or acknowledgements/brief credits has not been met. | Two NHD rules regarding max. time limit, student-run equipment, and/or acknowledgements/brief credits have not been met. | Three NHD rules regarding max. time limit, student-run equipment, and acknowledgements/brief credits have not been met. | Component missing |

Feedback: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **General** | **Category** | **Total** | **Score** |
|  |  | /40 |  |

**History Fair Rubric: Group Individual PERFORMANCE**

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|  | **4** | **3** | **2** | **1** | **0** |
| **Clarity** | Performance is original, clear, appropriate, organized, and articulate. | Performance is generally original, clear, appropriate, organized, and articulate. There are a few minor areas that need improvement. | Performance demonstrates inconsistencies in originality, clarity, appropriateness, organization, and/or articulateness. There are several areas that need improvement or one area that needs substantial improvement. | Performance lacks adequate originality, clarity, appropriateness, organization, and/or attention to grammar. |  |
| **Visual Impact** | Performer(s) show good stage presence (vocal/physical). Props and costumes are historically accurate. | Performer(s) generally show good stage presence (vocal/physical). Most props and costumes are historically accurate. | Performer(s) demonstrates inconsistencies in stage presence (vocal/physical). Many props and costumes are historically inaccurate. | Performers lack adequate stage presence (vocal/physical); props and costumes are not historically accurate or are missing entirely. |  |
| **Compliance** | All NHD rules including max. time limit of 10 minutes, student-run equipment, and memorization have been met. | One NHD rules regarding max. time limit, student-run equipment, and/or memorization has not been met. | Two NHD rules regarding max. time limit, student-run equipment, and/or memorization have not been met. | Three NHD rules regarding max. time limit, student-run equipment, and/or memorization have not been met. |  |

Feedback: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **General** | **Category** | **Total** | **Score** |
|  |  | /40 |  |