



Project Checklist – Website

Student Name(s)			
Website Title			
Process Paper Word Count (Max: 500)		Number of Visible Words (Max: 1,200)	

GENERAL RULES

√	Requirement:
	My/our topic clearly relates to the annual theme.
	I/we have read the <i>Contest Rule Book</i> .
	I/we have independently researched and created this website in this contest year. No research was reused from previous projects, whether my/our own or research belonging to other students.
	This is an original entry. Each participant has participated in only one entry. I/we did not share work with other students.
	I/we have not used any improper assistance.
	I/we understand that using someone else’s work without proper credit is plagiarism and will result in disqualification.

WEBSITE RULES

√	Requirement:
	My/our website is an original production, reflecting my/our ability to use website design software and technology to communicate a historical argument.
	This project contains no more than 1,200 visible words. The word count includes all text that I/we have written in the website (not the bibliography, process paper, etc.) The word count appears on the home page.
	I/we have access to the internet, as well as the equipment needed to create a NHD website.
	My/our website is constructed in the NHDWebCentral™ editor.
	I/we have provided brief source credits for all materials (pictures, primary sources, multimedia) where they are placed in the website and provided full citations for all sources in the annotated bibliography.
	I/we operated all software and equipment used in the development of the website.
	All pages connect by clicking links. I/we have checked all of the links to make sure that they work.
	My/our website contains no materials created by non-participants specifically for this project. The website interprets and utilizes <i>existing</i> photographs, film clips, music, etc. with proper source credit.
	My/our website contains a home page with all elements listed under Written Materials on the next page.
	I/we have no more than three minutes of multimedia (music, audio, and video) in the entire website, including any music that plays when a page loads.
	The website contains no spoken narration or explanatory material by participants. It may contain recorded quotes or primary materials.
	If the website includes multimedia that requires software to view (e.g., Flash, QuickTime, RealPlayer), I/we provided a link on the same page to an internet site where the software is available as a free, secure, and legal download.
	All images, primary sources, multimedia, etc. are integrated into the website. There are no external links, except to the software plug-ins described above.
	I/we understand that extensive supplementary materials are inappropriate.
	The content and appearance of my/our webpages does not change. I/we have not used random text or image generators.
	I/we know the website can be viewed on multiple browsers (Firefox, Google Chrome, etc.)
	I/we have submitted the URL before the date listed for judging and understand that the website will be locked during judging.

WRITTEN MATERIALS for the WEBSITE CATEGORY

Because all required written materials are included in the website, no printed copies are required.

√	<p>Requirement:</p> <p>My/our website begins with a home page containing the following elements:</p> <ul style="list-style-type: none"> ○ Title of the website ○ My/our name(s) ○ Junior OR Senior Division ○ Individual OR Group Website ○ Number of visible, student-composed words in the website ○ Total length of multimedia ○ Number of words in the process paper ○ A navigational menu to access the other parts of the website <p>The home page must not include the name of your teacher or your school.</p>
	<p>My/our process paper is integrated into the website. The process paper addresses the following questions in no more than 500 words:</p> <ul style="list-style-type: none"> ○ How did you choose your topic and how does it relate to the annual theme? ○ How did you conduct your research? ○ How did you create your project? ○ What is your historical argument? ○ In what ways is your topic significant in history? <p>My/our process paper does not include quotes, images, or captions.</p>
	<p>My/our annotated bibliography is integrated into the website. It contains the following:</p> <ul style="list-style-type: none"> ○ A complete list of all sources used to create this project ○ Annotations for each source <p>In addition:</p> <ul style="list-style-type: none"> ○ My/our annotated bibliography is separated into two sections—one for primary sources, another for secondary sources. ○ The annotations describe how I/we used the source and how it helped to understand the topic. ○ If I/we used several items from the same collection, they are combined into a single citation. <p>I/we did not attach primary or secondary materials to the annotated bibliography.</p>
	<p>The annotated bibliography and process paper are integrated into the website.</p> <ul style="list-style-type: none"> ○ The annotated bibliography and process paper are provided in PDF format. ○ These required written materials are included in the navigational structure. I have removed hyperlinks from all URLs listed in the source credits and bibliographic citations.

I/we certify that this National History Day project is the result of my/our unique academic work. All assistance and sources are properly credited.

Signed: _____

Date: _____

Signed: _____

Date: _____

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Date: _____

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

STRENGTHS & AREAS FOR IMPROVEMENT
