Name(s):		TOTAL SCORE (/ 200)			0	
		PERCENTAGE			0.00%	
HISTORICAL QUALITY	**10-9**	**Advanced**	**8-7**	**Proficient**	**6**	**Developing**	**N/A evaluate**

HISTORICAL QUALITY	10-9 Advanced	8-7 Proficient	6 Developing	N/A evaluate
Shows **ANALYSIS and INTERPRETATION**: Thesis establishes a claim and supporting arguments	**THESIS** *Establishes claims on topic, cause and effect, immediate impact, change over time, and overall significance *Presents original, formulated argument providing new insight and perspective of themed topic	**THESIS** *Establishes claims on topic, cause and effect, immediate impact, change over time, and overall significance *Presents original, formulated argument of themed topic	**THESIS** *Thesis fails to formulate an argument	
SUBSCORE (/ 20) 0	**ANALYSIS STATEMENTS** *Supporting statements develop sub-argument for each part of the thesis *Provides evidence supporting the argument	**ANALYSIS STATEMENTS** *Supporting statements develop sub-argument for each part of the thesis	**ANALYSIS STATEMENTS** *Supporting statements do not develop sub-arguments	
Uses available **PRIMARY SOURCES**: Argument made and supported with use of primary sources	**ARGUMENT EVIDENCE** *Makes complete argument and supports through use of primary source evidence *Supports each analysis statement with multiple sources	**ARGUMENT EVIDENCE** *Makes complete argument and supports through use of primary source evidence	**ARGUMENT EVIDENCE** *Supports argument using mainly secondary source evidence	
SUBSCORE (/ 20) 0	**VARIETY OF EVIDENCE** *Uses multiple types of primary sources throughout exhibit *Uses unique primary sources that demonstrate advanced research skills	**VARIETY OF EVIDENCE** *Uses multiple types of primary sources throughout exhibit	**VARIETY OF EVIDENCE** *Uses few primary sources, mostly relies on secondary sources	
Places topic in **HISTORICAL CONTEXT**: Demonstrate understanding of how historical factors influenced topic	**HISTORICAL CONTEXT** *Uses secondary sources to identify key people, events, and ideas of time leading to and surrounding an event *Determines whether earlier factors caused later ones or simply preceded them	**HISTORICAL CONTEXT** *Uses secondary sources to identify key people, events, and ideas of time leading to and surrounding an event	**HISTORICAL CONTEXT** *Uses secondary sources, but identifies only a few key people, events, and ideas of time leading to and surrounding an event. *Obvious connections may be missing.	
SUBSCORE (/ 20) 0	**EVALUATING CAUSES** *Demonstrates understanding of how these events influenced the topic *Explains the past in its own terms; not judging it solely by present-day norms and values	**EVALUATING CAUSES** *Demonstrates understanding of how these events influenced the topic	**EVALUATING CAUSES** *Fails to explain or connect prior events to the topic	
Entry is **HISTORICALLY ACCURATE**: Provides accurate chronology and summary of historical events	**WRITTEN CONTENT ACCURACY** *Summarizes historical facts accurately and without bias *Presents understanding of events in correct chronological order	**WRITTEN CONTENT ACCURACY** *Summarizes historical facts accurately *Presents understanding of events in correct chronological order	**WRITTEN CONTENT ACCURACY** *Summarizes historical facts incorrectly *Fails to present events in correct chronological order	
SUBSCORE (/ 20) 0	**VISUAL EVIDENCE ACCURACY** *Uses correct visual primary source evidence to support the argument *Uses evidence in correct historical context to support the argument	**VISUAL EVIDENCE ACCURACY** *Uses correct visual primary source evidence to support the argument	**VISUAL EVIDENCE ACCURACY** *Uses visual evidence out of context *Uses non-credible or fabricated evidence to support the argument	
Research is **BALANCED in PRESENTATION**: Analyzes and provides multiple perspectives	**MULTIPLE PERSPECTIVES** *Provides multiple types and pieces of evidence to create the argument *Presents multiple points of view to support the argument	**MULTIPLE PERSPECTIVES** *Provides multiple types and pieces of evidence to create the argument	**MULTIPLE PERSPECTIVES** *Provides only one type or similar pieces of evidence to create the argument	
SUBSCORE (/ 20) 0	**ANALYZING VARIOUS PERSPECTIVES** *Analyzes separate points of view *Explains the impact of each point of view on the topic	**ANALYZING VARIOUS PERSPECTIVES** *Analyzes separate points of views	**ANALYZING VARIOUS PERSPECTIVES** *Presents a one-sided view on topic	
Shows wide research in **ANNOTATED BIBLIOGRAPHY**: Sources are separated into primary and secondary sections and annotated	**SOURCE CITATIONS** *Correctly separates sources into primary and secondary sections *Documents and cites all sources correctly in the exhibit and the bibliography	**SOURCE CITATIONS** *Correctly separates sources into primary and secondary sections *Documents and cites most sources correctly in the exhibit and the bibliography	**SOURCE CITATIONS** *Incorrectly separates sources into primary and secondary sections *Cites many sources incorrectly in the exhibit and the bibliography	
SUBSCORE (/ 20)	**ANNOTATIONS** *Identifies a wide variety of foundational sources used to create the argument	**ANNOTATIONS** *Identifies a wide variety of sources used to create the argument	**ANNOTATIONS** *Relies on a small range of sources to create the argument	

0	*Explains how each source was used in a concise format	*Explains how each source was used	*Minimally explains how the sources were used in the website	

RELATION TO THEME	10-9	Advanced	8-7	Proficient	6	Developing	N/A evaluate
RELATION to THEME: Clearly relates to and addresses all parts of the theme		**RELATION TO THEME** *Thesis and exhibit clearly address the theme *Chosen topic presents fresh perspective on topic in relation to theme		**RELATION TO THEME** *Thesis and exhibit clearly address the theme		**RELATION TO THEME** *Thesis and exhibit generally relate to the theme	
SUBSCORE (/ 20) 0		**DISCIPLINARY LENSES** *Analyzes topic through multiple disciplinary lenses (social, political, economic, cultural, etc.) in relation to theme *Uses multiple disciplinary lenses that connect across the theme		**DISCIPLINARY LENSES** *Analyzes topic through multiple disciplinary lenses (social, political, economic, cultural, etc.) in relation to theme		**DISCIPLINARY LENSES** *Does not use disciplinary lenses (social, political, economic, cultural, etc.) to expand upon the theme	
DRAWS CONCLUSIONS: Demonstrates current significance of topic and draws conclusions		**CHANGE OVER TIME** *Explains how the topic developed over time and documents that change *Describes why that change occurred		**CHANGE OVER TIME** *Explains how the topic developed over time and documents that change		**CHANGE OVER TIME** *Fails to explain how the topic developed over time; just tells what happened	
SUBSCORE (/ 20) 0		**HISTORICAL SIGNIFICANCE** *Explains how the topic was significant in history and draws an independent conclusion *Explains the cause and continued impact on the community, nation, or world		**HISTORICAL SIGNIFICANCE** *Explains how the topic was significant in history *Explains impact on the community, nation, or world		**HISTORICAL SIGNIFICANCE** *No explanation of the topic's significance in history, describes the event *Minimal ability to explain impact on the community, nation, or world	

PRESENTATION CLARITY	10-9	Advanced	8-7	Proficient	6	Developing	N/A evaluate
WRITTEN MATERIALS: Correct grammar, accurate spelling, articulate ideas		**WRITING MECHANICS** *Presents a professional product with no spelling or grammatical errors *Presents clear and concise messages		**WRITING MECHANICS** *Makes some spelling and/or grammatical errors *Presents clear messages		**WRITING MECHANICS** *Makes spelling and/or grammatical errors that impede understanding *Presents unclear messages	
SUBSCORE (/ 20) 0		**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		**WRITTEN FORMAT** *Structures writing so thesis, analysis statements, and conclusion are easy to identify		**WRITTEN FORMAT** *Fails to identify analysis statements separately from textual evidence	
VISUAL PRESENTATION: Written materials and visual elements present clear messages with visual impact. Exhibit engages the viewer.		**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 ORGANIZATION** *Arranges items to create a clear argument *Most pieces of visual evidence are organized and have a clear purpose		**VISUAL ORGANIZATION** *Fails to organize items to form the argument *Uses unclear text and visual evidence	
SUBSCORE (/ 20) 0		**VISUAL IMPACT** *Uses a visual theme, layout, and presentation style in a creative way to support an argument *Uses a variety of sources throughout the exhibit to explain the argument		**VISUAL IMPACT** *Uses a visual theme and layout to support argument *Uses some sources to visually explain the argument		**VISUAL IMPACT** *Uses a distracting visual theme and layout taking focus away from the argument *Uses few sources to explain the argument	

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

Note: This rubric is for classroom use only.
It is not approved for judging at an NHD regional, affiliate, or national contest.

Y/N	RULE COMPLIANCE
	Maintains size requirement (40" x 30" x 72", if circular or rotating, no more than 30" in diameter).
	Maintains word limit (500 student-composed words).
	Media device(s) maintain the time limit (three minutes).
	Includes an annotated bibliography and process paper.
	Total word counts of exhibit and process papers are included on the title page.
	All visual sources and quotes from written sources are credited within the exhibit.