

Name(s): TOTAL SCORE (/ 200) 0
PERCENTAGE 0.00%

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	ANALYTICAL NARRATION *Narration develops sub-argument for each part of the thesis *Provides evidence supporting the argument	ANALYTICAL NARRATION *Narration develops sub-argument for each part of the thesis	ANALYTICAL NARRATION *Narration does not develop sub-argument	
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 documentary *Uses unique primary sources that demonstrate advanced research skills	VARIETY OF EVIDENCE *Uses multiple types of primary sources throughout documentary	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	CONTENT ACCURACY *Summarizes historical facts accurately and without bias *Presents understanding of events in correct chronological order	CONTENT ACCURACY *Summarizes historical facts accurately *Presents understanding of events in correct chronological order	CONTENT ACCURACY *Summarizes historical facts incorrectly *Fails to present events in correct chronological order	
SUBSCORE (/ 20) 0	EVIDENCE ACCURACY *Uses correct primary source evidence to support the argument *Uses evidence in correct historical context to support the argument	EVIDENCE ACCURACY *Uses correct primary source evidence to support the argument	EVIDENCE ACCURACY *Uses 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 bibliography	SOURCE CITATIONS *Correctly separates sources into primary and secondary sections *Documents and cites most sources correctly in the bibliography	SOURCE CITATIONS *Incorrectly separates sources into primary and secondary sections *Cites many sources incorrectly in the bibliography	
SUBSCORE (/ 20) 0	ANNOTATIONS *Identifies a wide variety of foundational sources used to create the *Explains how each source was used in a concise format	ANNOTATIONS *Identifies a wide variety of sources used to create the argument *Explains how each source was used	ANNOTATIONS *Relies on a small range of sources to create the argument *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 documentary clearly address the theme *Chosen topic presents fresh perspective on topic in relation to theme	RELATION TO THEME *Thesis and documentary clearly address the theme	RELATION TO THEME *Thesis and documentary 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	
DRAWNS 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
NARRATION: Correct grammar, accurate pronunciation, articulate ideas	SPOKEN ARGUMENT *Narration and credits contain with no grammatical or pronunciation errors *Presents clear and concise messages	SPOKEN ARGUMENT *Narration and credits contain some grammatical and/or pronunciation errors *Presents clear messages	SPOKEN ARGUMENT *Narration and credits contain grammatical and/or pronunciation errors that impede understanding *Presents unclear messages	
SUBSCORE (/ 20) 0	CLARITY *Presents narration in a logical and identifiable manner *Uses clear transitions between spoken sub-arguments	CLARITY *Presents narration so that thesis, analysis statements, and conclusion are identifiable	CLARITY *Narration is unclear or is difficult to understand *Narration is unorganized or difficult-to-follow fashion	
VISUAL PRESENTATION: Multimedia elements present clear messages with visual impact.	VISUAL ORGANIZATION *Arranges visual elements to advance the argument in a unique way *Clearly organizes visual evidence to explain the argument	VISUAL ORGANIZATION *Arranges visual elements to advance the argument	VISUAL ORGANIZATION *Fails to arranges visual elements to advance the argument *Uses unclear visual evidence	
SUBSCORE (/ 20) 0	VISUAL IMPACT *Uses transitions in a creative way to explain the argument *Uses a variety of multimedia sources throughout the documentary to support the argument	VISUAL IMPACT *Uses transitions to explain the argument *Uses multimedia sources throughout the documentary to support the argument	VISUAL IMPACT *Uses distracting transitions and effects which take the focus away from the argument *Uses few multimedia sources to support the argument	

COMMENTS ON PROJECT STRENGTHS
Enter comments here.

OPPORTUNITIES FOR IMPROVEMENT
Enter comments here.

Y/N	RULE COMPLIANCE
	Maintains time limit (10 minutes).
	Includes an annotated bibliography and process paper.
	Total word count of process paper is included on the title page.
	All equipment is student-run.
	Documentary credits include acknowledgements and brief credits.

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