<table>
<thead>
<tr>
<th>Historical Quality</th>
<th>Advanced</th>
<th>Proficient</th>
<th>Developing</th>
<th>N/A Evaluate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>THESIS</strong>&lt;br&gt;Shows ANALYSIS and INTERPRETATION: Thesis establishes a claim and supporting arguments</td>
<td><em>Establishes claims on topic, cause and effect, immediate impact, change over time, and overall significance</em>&lt;br&gt;<em>Presents original, formulated argument providing new insight and perspective of themed topic</em></td>
<td><em>Establishes claims on topic, cause and effect, immediate impact, change over time, and overall significance</em>&lt;br&gt;<em>Presents original, formulated argument of themed topic</em></td>
<td><em>Thesis fails to formulate an argument</em></td>
<td>N/A evaluate</td>
</tr>
<tr>
<td><strong>ANALYSIS STATEMENTS</strong>&lt;br&gt;Supporting statements develop sub-argument for each part of the thesis</td>
<td><em>Supports evidence supporting the argument</em></td>
<td><em>Supporting statements develop sub-argument for each part of the thesis</em></td>
<td><em>Supporting statements do not develop sub-arguments</em></td>
<td>N/A evaluate</td>
</tr>
<tr>
<td><strong>ARGUMENT EVIDENCE</strong>&lt;br&gt;Uses available PRIMARY SOURCES: Argument made and supported with use of primary sources</td>
<td><em>Makes complete argument and supports through use of primary source evidence</em>&lt;br&gt;<em>Supports each analysis statement with multiple sources</em></td>
<td><em>Makes complete argument and supports through use of primary source evidence</em>&lt;br&gt;<em>Supports each analysis statement with multiple sources</em></td>
<td><em>Supports argument using mainly secondary source evidence</em></td>
<td>N/A evaluate</td>
</tr>
<tr>
<td><strong>VARIETY OF EVIDENCE</strong>&lt;br&gt;Uses multiple types of primary sources throughout exhibit</td>
<td><em>Uses multiple types of primary sources to identify key people, events, and ideas of time leading to and surrounding an event</em>&lt;br&gt;<em>Determines whether earlier factors caused later ones or simply preceded them</em></td>
<td><em>Uses multiple types of primary sources to identify key people, events, and ideas of time leading to and surrounding an event</em>&lt;br&gt;<em>Determines whether earlier factors caused later ones or simply preceded them</em></td>
<td><em>Identifies only a few key people, events, and ideas of time leading to and surrounding an event.</em>&lt;br&gt;<em>Obvious connections may be missing.</em></td>
<td>N/A evaluate</td>
</tr>
<tr>
<td><strong>HISTORICAL CONTEXT</strong>&lt;br&gt;Places topic in HISTORICAL CONTEXT: Demonstrate understanding of how historical factors influenced topic</td>
<td><em>Uses secondary sources to identify key people, events, and ideas of time leading to and surrounding an event</em>&lt;br&gt;<em>Determines whether earlier factors caused later ones or simply preceded them</em></td>
<td><em>Uses secondary sources to identify key people, events, and ideas of time leading to and surrounding an event</em>&lt;br&gt;<em>Determines whether earlier factors caused later ones or simply preceded them</em></td>
<td><em>Uses secondary sources, but identifies only a few key people, events, and ideas of time leading to and surrounding an event.</em>&lt;br&gt;<em>Obvious connections may be missing.</em></td>
<td>N/A evaluate</td>
</tr>
<tr>
<td><strong>WRITTEN CONTENT ACCURACY</strong>&lt;br&gt;Entry is HISTORICALLY ACCURATE: Provides accurate chronology and summary of historical events</td>
<td><em>Summarizes historical facts accurately and without bias</em>&lt;br&gt;<em>Presents understanding of events in correct chronological order</em></td>
<td><em>Summarizes historical facts accurately and without bias</em>&lt;br&gt;<em>Presents understanding of events in correct chronological order</em></td>
<td><em>Summarizes historical facts incorrectly</em>&lt;br&gt;<em>Fails to present events in correct chronological order</em></td>
<td>N/A evaluate</td>
</tr>
<tr>
<td><strong>VISUAL EVIDENCE ACCURACY</strong>&lt;br&gt;Research is BALANCED in PRESENTATION: Analyzes and provides multiple perspectives</td>
<td><em>Uses correct visual primary source evidence to support the argument</em>&lt;br&gt;<em>Uses evidence in correct historical context to support the argument</em></td>
<td><em>Uses correct visual primary source evidence to support the argument</em>&lt;br&gt;<em>Uses evidence in correct historical context to support the argument</em></td>
<td><em>Uses non-credible or fabricated evidence to support the argument</em></td>
<td>N/A evaluate</td>
</tr>
<tr>
<td><strong>MULTIPLE PERSPECTIVES</strong>&lt;br&gt;Research is BALANCED in PRESENTATION: Analyzes and provides multiple perspectives</td>
<td><em>Provides multiple types and pieces of evidence to create the argument</em>&lt;br&gt;<em>Presents multiple points of view to support the argument</em></td>
<td><em>Provides multiple types and pieces of evidence to create the argument</em>&lt;br&gt;<em>Presents multiple points of view to support the argument</em></td>
<td><em>Provides only one type or similar pieces of evidence to create the argument</em></td>
<td>N/A evaluate</td>
</tr>
<tr>
<td><strong>ANALYZING VARIOUS PERSPECTIVES</strong>&lt;br&gt;ANALYZING VARIOUS PERSPECTIVES</td>
<td><em>Provides a concise format</em>&lt;br&gt;<em>Explains the impact of each point of view on the topic</em></td>
<td><em>Provides a concise format</em>&lt;br&gt;<em>Explains the impact of each point of view on the topic</em></td>
<td><em>Does not provide a concise format</em>&lt;br&gt;<em>Does not explain the impact of each point of view on the topic</em></td>
<td>N/A evaluate</td>
</tr>
<tr>
<td><strong>SOURCE CITATIONS</strong>&lt;br&gt;Shows wide research in ANNOTATED BIBLIOGRAPHY: Sources are separated into primary and secondary sections and annotated</td>
<td><em>Correctly separates sources into primary and secondary sections</em>&lt;br&gt;<em>Documents and cites all sources correctly in the exhibit and the bibliography</em></td>
<td><em>Correctly separates sources into primary and secondary sections</em>&lt;br&gt;<em>Documents and cites most sources correctly in the exhibit and the bibliography</em></td>
<td><em>Incorrectly separates sources into primary and secondary sections</em>&lt;br&gt;<em>Cites many sources incorrectly in the exhibit and the bibliography</em></td>
<td>N/A evaluate</td>
</tr>
<tr>
<td><strong>ANNOTATIONS</strong>&lt;br&gt;Shows annotated bibliography: Sources are separated into primary and secondary sections and annotated</td>
<td><em>Identifies a wide variety of foundational sources used to create the argument</em>&lt;br&gt;<em>Explains how each source was used in a concise format</em></td>
<td><em>Identifies a wide variety of sources used to create the argument</em>&lt;br&gt;<em>Explains how each source was used</em></td>
<td><em>Relies on a small range of sources to create the argument</em>&lt;br&gt;<em>Minimally explains how the sources were used in the website</em></td>
<td>N/A evaluate</td>
</tr>
</tbody>
</table>
### RELATION TO THEME

- Clearly relates to and addresses all parts of the theme.
- Thesis and exhibit clearly address the theme.
- Chosen topic presents a fresh perspective on topic in relation to theme.

### 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.

### DRAWN CONCLUSIONS

- Demonstrates current significance of topic and draws conclusions.
- 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.
- Fails to explain how the topic developed over time; just tells what happened.

### 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.

### 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 IMPACT

- Uses a variety of sources throughout the exhibit to explain the argument.
- Uses some sources to visually explain the argument.
- Uses few sources to explain the argument.

### WRITTEN MATERIALS

- Correct grammar, accurate spelling, articulate ideas.
- Presents a professional product with no spelling or grammatical errors.
- Presents clear and concise messages.

### 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.

### VISUAL PRESENTATION

- Written materials and visual elements present clear messages with visual impact.
- Exhibit engages the viewer.

### 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.

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