

Name(s):

HISTORICAL QUALITY	Advanced	Proficient	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	
	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	
	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.	
	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	
	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	
	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	
	ANNOTATIONS *Identifies a wide variety of foundational sources used to create the argument *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	Advanced	Proficient	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	
	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	
	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	Advanced	Proficient	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	
	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	
	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 Enter comments here.	OPPORTUNITIES FOR IMPROVEMENT Enter comments here.
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<p>Note: This rubric is for <u>classroom use only</u>. It is not approved for judging at an NHD regional, affiliate, or national contest.</p>	<p>Y/N RULE COMPLIANCE</p> <p>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.</p> <p>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.</p>
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