

Name(s):

HISTORICAL QUALITY	Advanced	Proficient	Developing	N/A evaluate
Shows <b>ANALYSIS and INTERPRETATION</b> : Thesis establishes a claim and supporting arguments	<b>THESIS</b> *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	<b>THESIS</b> *Establishes claims on topic, cause and effect, immediate impact, change over time, and overall significance  *Presents original, formulated argument of themed topic	<b>THESIS</b> *Thesis fails to formulate an argument	
	<b>ANALYSIS STATEMENTS</b> *Supporting statements develop sub-argument for each part of the thesis *Provides evidence supporting the argument	<b>ANALYSIS STATEMENTS</b> *Supporting statements develop sub-argument for each part of the thesis	<b>ANALYSIS STATEMENTS</b> *Supporting statements do not develop sub-arguments	
Uses available <b>PRIMARY SOURCES</b> : Argument made and supported with use of primary sources	<b>ARGUMENT EVIDENCE</b> *Makes complete argument and supports through use of primary source evidence *Supports each analysis statement with multiple sources	<b>ARGUMENT EVIDENCE</b> *Makes complete argument and supports through use of primary source evidence	<b>ARGUMENT EVIDENCE</b> *Supports argument using mainly secondary source evidence	
	<b>VARIETY OF EVIDENCE</b> *Uses multiple types of primary sources throughout exhibit *Uses unique primary sources that demonstrate advanced research skills	<b>VARIETY OF EVIDENCE</b> *Uses multiple types of primary sources throughout exhibit	<b>VARIETY OF EVIDENCE</b> *Uses few primary sources, mostly relies on secondary sources	
Places topic in <b>HISTORICAL CONTEXT</b> : Demonstrate understanding of how historical factors influenced topic	<b>HISTORICAL CONTEXT</b> *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	<b>HISTORICAL CONTEXT</b> *Uses secondary sources to identify key people, events, and ideas of time leading to and surrounding an event	<b>HISTORICAL CONTEXT</b> *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.	
	<b>EVALUATING CAUSES</b> *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	<b>EVALUATING CAUSES</b> *Demonstrates understanding of how these events influenced the topic	<b>EVALUATING CAUSES</b> *Fails to explain or connect prior events to the topic	
Entry is <b>HISTORICALLY ACCURATE</b> : Provides accurate chronology and summary of historical events	<b>WRITTEN CONTENT ACCURACY</b> *Summarizes historical facts accurately and without bias *Presents understanding of events in correct chronological order	<b>WRITTEN CONTENT ACCURACY</b> *Summarizes historical facts accurately *Presents understanding of events in correct chronological order	<b>WRITTEN CONTENT ACCURACY</b> *Summarizes historical facts incorrectly *Fails to present events in correct chronological order	
	<b>VISUAL EVIDENCE ACCURACY</b> *Uses correct visual primary source evidence to support the argument *Uses evidence in correct historical context to support the argument	<b>VISUAL EVIDENCE ACCURACY</b> *Uses correct visual primary source evidence to support the argument	<b>VISUAL EVIDENCE ACCURACY</b> *Uses visual evidence out of context  *Uses non-credible or fabricated evidence to support the argument	
Research is <b>BALANCED in PRESENTATION</b> : Analyzes and provides multiple perspectives	<b>MULTIPLE PERSPECTIVES</b> *Provides multiple types and pieces of evidence to create the argument  *Presents multiple points of view to support the argument	<b>MULTIPLE PERSPECTIVES</b> *Provides multiple types and pieces of evidence to create the argument	<b>MULTIPLE PERSPECTIVES</b> *Provides only one type or similar pieces of evidence to create the argument	
	<b>ANALYZING VARIOUS PERSPECTIVES</b> *Analyzes separate points of view  *Explains the impact of each point of view on the topic	<b>ANALYZING VARIOUS PERSPECTIVES</b> *Analyzes separate points of views	<b>ANALYZING VARIOUS PERSPECTIVES</b> *Presents a one-sided view on topic	
Shows wide research in <b>ANNOTATED BIBLIOGRAPHY</b> : Sources are separated into primary and secondary sections and annotated	<b>SOURCE CITATIONS</b> *Correctly separates sources into primary and secondary sections  *Documents and cites all sources correctly in the exhibit and the bibliography	<b>SOURCE CITATIONS</b> *Correctly separates sources into primary and secondary sections  *Documents and cites most sources correctly in the exhibit and the bibliography	<b>SOURCE CITATIONS</b> *Incorrectly separates sources into primary and secondary sections  *Cites many sources incorrectly in the exhibit and the bibliography	
	<b>ANNOTATIONS</b> *Identifies a wide variety of foundational sources used to create the argument *Explains how each source was used in a concise format	<b>ANNOTATIONS</b> *Identifies a wide variety of sources used to create the argument  *Explains how each source was used	<b>ANNOTATIONS</b> *Relies on a small range of sources to create the argument  *Minimally explains how the sources were used in the website	
<b>RELATION TO THEME</b>	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>N/A evaluate</b>

<b>RELATION to THEME:</b> Clearly relates to and addresses all parts of the theme	<b>RELATION TO THEME</b> *Thesis and exhibit clearly address the theme *Chosen topic presents fresh perspective on topic in relation to theme	<b>RELATION TO THEME</b> *Thesis and exhibit clearly address the theme	<b>RELATION TO THEME</b> *Thesis and exhibit generally relate to the theme	
	<b>DISCIPLINARY LENSES</b> *Analyzes topic through multiple disciplinary lenses (social, political, economic, cultural, etc.) in relation to theme *Uses multiple disciplinary lenses that connect across the theme	<b>DISCIPLINARY LENSES</b> *Analyzes topic through multiple disciplinary lenses (social, political, economic, cultural, etc.) in relation to theme	<b>DISCIPLINARY LENSES</b> *Does not use disciplinary lenses (social, political, economic, cultural, etc.) to expand upon the theme	
<b>DRAWS CONCLUSIONS:</b> Demonstrates current significance of topic and draws conclusions	<b>CHANGE OVER TIME</b> *Explains how the topic developed over time and documents that change *Describes why that change occurred	<b>CHANGE OVER TIME</b> *Explains how the topic developed over time and documents that change	<b>CHANGE OVER TIME</b> *Fails to explain how the topic developed over time; just tells what happened	
	<b>HISTORICAL SIGNIFICANCE</b> *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	<b>HISTORICAL SIGNIFICANCE</b> *Explains how the topic was significant in history *Explains impact on the community, nation, or world	<b>HISTORICAL SIGNIFICANCE</b> *No explanation of the topic's significance in history, describes the event *Minimal ability to explain impact on the community, nation, or world	
<b>PRESENTATION CLARITY</b>	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>N/A evaluate</b>
<b>WRITTEN MATERIALS:</b> Correct grammar, accurate spelling, articulate ideas	<b>WRITING MECHANICS</b> *Presents a professional product with no spelling or grammatical errors *Presents clear and concise messages	<b>WRITING MECHANICS</b> *Makes some spelling and/or grammatical errors *Presents clear messages	<b>WRITING MECHANICS</b> *Makes spelling and/or grammatical errors that impede understanding *Presents unclear messages	
	<b>WRITTEN FORMAT</b> *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	<b>WRITTEN FORMAT</b> *Structures writing so thesis, analysis statements, and conclusion are easy to identify	<b>WRITTEN FORMAT</b> *Fails to identify analysis statements separately from textual evidence	
<b>VISUAL PRESENTATION:</b> Written materials and visual elements present clear messages with visual impact. Exhibit engages the viewer.	<b>VISUAL ORGANIZATION</b> *Arranges and groups items to create a clear argument *Clearly organizes text and visual evidence to guide a reader through the argument	<b>VISUAL ORGANIZATION</b> *Arranges items to create a clear argument *Most pieces of visual evidence are organized and have a clear purpose	<b>VISUAL ORGANIZATION</b> *Fails to organize items to form the argument *Uses unclear text and visual evidence	
	<b>VISUAL IMPACT</b> *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	<b>VISUAL IMPACT</b> *Uses a visual theme and layout to support argument *Uses some sources to visually explain the argument	<b>VISUAL IMPACT</b> *Uses a distracting visual theme and layout taking focus away from the argument *Uses few sources to explain the argument	

<b>COMMENTS ON PROJECT STRENGTHS</b>	<b>OPPORTUNITIES FOR IMPROVEMENT</b>
Enter comments here.	Enter comments here.

<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><b>Y/N RULE COMPLIANCE</b></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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