

Name:

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>SUPPORTING PARAGRAPHS</b> *Supporting paragraphs develop sub-argument for each part of the thesis *Provides evidence supporting the argument	<b>SUPPORTING PARAGRAPHS</b> *Supporting paragraphs develop sub-argument for each part of the thesis	<b>SUPPORTING PARAGRAPHS</b> *Supporting paragraphs do not develop sub-argument	
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 paper *Uses unique primary sources that demonstrate advanced research skills	<b>VARIETY OF EVIDENCE</b> *Uses multiple types of primary sources throughout paper	<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>CONTENT ACCURACY</b> *Summarizes historical facts accurately and without bias *Presents understanding of events in correct chronological order	<b>CONTENT ACCURACY</b> *Summarizes historical facts accurately  *Presents understanding of events in correct chronological order	<b>CONTENT ACCURACY</b> *Summarizes historical facts incorrectly *Fails to present events in correct chronological order	
	<b>EVIDENCE ACCURACY</b> *Uses correct primary source evidence to support the argument *Uses evidence in correct historical context to support the argument	<b>EVIDENCE ACCURACY</b> *Uses correct primary source evidence to support the argument	<b>EVIDENCE ACCURACY</b> *Uses 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 paper and in the bibliography	<b>SOURCE CITATIONS</b> *Correctly separates sources into primary and secondary sections  *Documents and cites most sources correctly in the paper and in the bibliography	<b>SOURCE CITATIONS</b> *Incorrectly separates sources into primary and secondary sections  *Cites many sources incorrectly in the paper and in 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	

RELATION TO THEME	Advanced	Proficient	Developing	N/A evaluate
<b>RELATION to THEME:</b> Clearly relates to and addresses all parts of the theme	<b>RELATION TO THEME</b> *Thesis and paper clearly address the theme *Chosen topic presents fresh perspective on topic in relation to theme	<b>RELATION TO THEME</b> *Thesis and paper clearly address the theme	<b>RELATION TO THEME</b> *Thesis and paper 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	
PRESENTATION CLARITY	Advanced	Proficient	Developing	N/A evaluate
<b>WRITING MECHANICS:</b> Correct grammar, accurate spelling and punctuation, paper is neatly prepared	<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> *Structures writing with analysis paragraphs in a logical and clear layout  *Structures writing with clear transitions between the thesis, analysis, and conclusion	<b>WRITTEN FORMAT</b> *Structures writing with analysis paragraphs in a logical and clear layout	<b>WRITTEN FORMAT</b> *Fails to structure writing in a clear layout	
<b>ORGANIZATION:</b> Written material is organized to present clear messages	<b>WRITTEN ORGANIZATION</b> *Arranges paragraphs to create a clear argument *Organizes details within paragraphs to advance the argument	<b>WRITTEN ORGANIZATION</b> *Arranges paragraphs to create a clear argument	<b>WRITTEN ORGANIZATION</b> *Fails to arrange paragraphs to create a clear argument	
	<b>COHERENCE</b> *Arranges points so that reader can easily follow from one idea to the next  *Connects ideas to show cause and effect	<b>COHERENCE</b> *Arranges points so that reader can easily follow from one idea to the next	<b>COHERENCE</b> *Arranges points in an incoherent way; readers cannot see the connections between the ideas	

COMMENTS ON PROJECT STRENGTHS
Enter comments here.

OPPORTUNITIES FOR IMPROVEMENT
Enter comments here.

Y/N	RULE COMPLIANCE
	Maintains length requirements (1,500-2,500 words, include student-composed word and quotations).
	Includes an annotated bibliography.
	Word count of paper is included on the title page.
	Includes citations (footnotes, endnotes, or internal documentation) citing quotes and paraphrased information.

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