

Name:

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	
	SUPPORTING PARAGRAPHS *Supporting paragraphs develop sub-argument for each part of the thesis *Provides evidence supporting the argument	SUPPORTING PARAGRAPHS *Supporting paragraphs develop sub-argument for each part of the thesis	SUPPORTING PARAGRAPHS *Supporting paragraphs do 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	
	VARIETY OF EVIDENCE *Uses multiple types of primary sources throughout paper *Uses unique primary sources that demonstrate advanced research skills	VARIETY OF EVIDENCE *Uses multiple types of primary sources throughout paper	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	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	
	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	
	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 paper and in the bibliography	SOURCE CITATIONS *Correctly separates sources into primary and secondary sections *Documents and cites most sources correctly in the paper and in the bibliography	SOURCE CITATIONS *Incorrectly separates sources into primary and secondary sections *Cites many sources incorrectly in the paper and in 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 paper clearly address the theme *Chosen topic presents fresh perspective on topic in relation to theme	RELATION TO THEME *Thesis and paper clearly address the theme	RELATION TO THEME *Thesis and paper 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
WRITING MECHANICS: Correct grammar, accurate spelling and punctuation, paper is neatly prepared	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 *Structures writing with analysis paragraphs in a logical and clear layout *Structures writing with clear transitions between the thesis, analysis, and conclusion	WRITTEN FORMAT *Structures writing with analysis paragraphs in a logical and clear layout	WRITTEN FORMAT *Fails to structure writing in a clear layout	
ORGANIZATION: Written material is organized to present clear messages	WRITTEN ORGANIZATION *Arranges paragraphs to create a clear argument *Organizes details within paragraphs to advance the argument	WRITTEN ORGANIZATION *Arranges paragraphs to create a clear argument	WRITTEN ORGANIZATION *Fails to arrange paragraphs to create a clear argument	
	COHERENCE *Arranges points so that reader can easily follow from one idea to the next *Connects ideas to show cause and effect	COHERENCE *Arranges points so that reader can easily follow from one idea to the next	COHERENCE *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.