

Name:

TOTAL SCORE (/ 200)
PERCENTAGE

0
0.00%

HISTORICAL QUALITY	10-9 Advanced	8-7 Proficient	6 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	
SUBSCORE (/ 20) 0	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	
SUBSCORE (/ 20) 0	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.	
SUBSCORE (/ 20) 0	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	
SUBSCORE (/ 20) 0	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	
SUBSCORE (/ 20) 0	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	
SUBSCORE (/ 20) 0	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	10-9 Advanced	8-7 Proficient	6 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	
SUBSCORE (/ 20) 0	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	
DRAWNS 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	
SUBSCORE (/ 20) 0	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	10-9 Advanced	8-7 Proficient	6 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	
SUBSCORE (/ 20) 0	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	
SUBSCORE (/ 20) 0	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
<input type="checkbox"/>	Maintains length requirements (1,500-2,500 words, include student-composed word and quotations).
<input type="checkbox"/>	Includes an annotated bibliography.
<input type="checkbox"/>	Word count of paper is included on the title page.
<input type="checkbox"/>	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.