

Name:

**TOTAL SCORE ( / 200)**  
**PERCENTAGE**

**0**  
**0.00%**

<b>HISTORICAL QUALITY</b>	<b>10-9</b>	<b>Advanced</b>	<b>8-7</b>	<b>Proficient</b>	<b>6</b>	<b>Developing</b>	<b>N/A evaluate</b>
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> *Establishes claims on topic, cause and effect, immediate impact, change over time, and overall significance	<b>THESIS</b> *Establishes claims on topic, cause and effect, immediate impact, change over time, and overall significance	<b>THESIS</b> *Thesis fails to formulate an argument		
SUBSCORE ( / 20) 0	<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 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> *Makes complete argument and supports through use of primary source evidence	<b>ARGUMENT EVIDENCE</b> *Supports argument using mainly secondary source evidence			
SUBSCORE ( / 20) 0	<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 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 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.			
SUBSCORE ( / 20) 0	<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> *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 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			
SUBSCORE ( / 20) 0	<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 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 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			
SUBSCORE ( / 20) 0	<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> *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> *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			
SUBSCORE ( / 20) 0	<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> *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	10-9 Advanced	8-7 Proficient	6 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	
SUBSCORE ( / 20)  0	<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>DRAWNS 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	
SUBSCORE ( / 20)  0	<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	10-9 Advanced	8-7 Proficient	6 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	
SUBSCORE ( / 20)  0	<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	
SUBSCORE ( / 20)  0	<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
<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.