Name(s):

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	
	ANALYTICAL MONOLOGUE / DIALOGUE *Monologue or dialogue develops sub-argument for each part of the thesis *Provides evidence supporting the argument	**ANALYTICAL MONOLOGUE / DIALOGUE** *Monologue or dialogue develops sub-argument for each part of the thesis	**ANALYTICAL MONOLOGUE /** *Monologue or dialogue does 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 performance *Uses unique primary sources that demonstrate advanced research skills	**VARIETY OF EVIDENCE** *Uses multiple types of primary sources throughout performance	**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 all sources correctly in the bibliography	**SOURCE CITATIONS** *Correctly separates sources into primary and secondary sections *Documents most sources correctly in the bibliography	**SOURCE CITATIONS** *Incorrectly separates sources into primary and secondary sections *Cites many sources incorrectly in the bibliography	
	ANNOTATIONS *Identifies a wide variety of foundational sources used to create the argument	**ANNOTATIONS** *Identifies a wide variety of sources used to create the argument	**ANNOTATIONS** *Relies on a small range of sources to create the argument	

	*Explains how each source was used in a concise format	*Explains how each source was used	*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 performance clearly address the theme *Chosen topic presents fresh perspective on topic in relation to theme	**RELATION TO THEME** *Thesis and performance clearly address the theme	**RELATION TO THEME** *Thesis and performance 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**
WRITTEN MATERIALS: Correct grammar, accurate pronunciation, articulate ideas	**SPOKEN ARGUMENT** *Presents a professional product with no grammatical or pronunciation errors *Presents clear and concise messages	**SPOKEN ARGUMENT** *Makes some grammatical and/or pronunciation errors *Presents clear messages	**SPOKEN ARGUMENT** *Makes grammatical and/or pronunciation errors that impede understanding *Presents unclear messages	
	CLARITY *Presents monologue or dialogue in with excellent diction *Uses clear transitions between spoken sub-arguments	**CLARITY** *Presents monologue or dialogue so that thesis, analysis statements, and conclusion are identifible	**CLARITY** *Speaks unclearly or is hard to understand *Speaks in an unorganized or difficult-to-follow fashion	
VISUAL PRESENTATION: Performance presents a clear messages with visual impact.	**VISUAL ORGANIZATION** *Presents a storyline to advance a clear argument in a unique way *Clearly organizes sub-arguments with logical scenes	**VISUAL ORGANIZATION** *Presents a storyline to advance a clear argument	**VISUAL ORGANIZATION** *Presents a storyline which distracts from the argument	
	VISUAL IMPACT *Uses performing techniques and costuming in a creative way to visually explain the argument *Uses transitions and props in a creative way to visually support the argument	**VISUAL IMPACT** *Uses performing techniques and costuming to visually explain the argument *Presents using props to visually support the argument	**VISUAL IMPACT** *Uses performing techniques or costuming that distracts from the argument	

COMMENTS ON PROJECT STRENGTHS	OPPORTUNITIES FOR IMPROVEMENT
Enter comments here.	Enter comments here.

Note: This rubric is for classroom use only.

It is not approved for judging at an NHD regional, affiliate, or national contest.

Y/N	RULE COMPLIANCE
	Maintains time limit (10 minutes).
	Includes an annotated bibliography and process paper.
	Total word counts of website and process paper are included on the title page.
	All equipment is student-run.