

Name(s):

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	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 / DIALOGUE *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	
SUBSCORE (/ 20) 0	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.	
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 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	
SUBSCORE (/ 20)	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	

0	*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	
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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 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		
SUBSCORE (/ 20)	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		
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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		
SUBSCORE (/ 20)	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		
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PRESENTATION CLARITY	10-9	Advanced	8-7	Proficient	6	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		
SUBSCORE (/ 20)	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 identifiable		CLARITY *Speaks unclearly or is hard to understand *Speaks in an unorganized or difficult-to-follow fashion		
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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		
SUBSCORE (/ 20)	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		
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COMMENTS ON PROJECT STRENGTHS
Enter comments here.

OPPORTUNITIES FOR IMPROVEMENT
Enter comments here.

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

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