<table>
<thead>
<tr>
<th>Historical Context</th>
<th>Historical Quality</th>
<th>Subscore (/ 20)</th>
<th>Annotations</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Establishes claims on topic, cause and effect, immediate impact, change over time, and overall significance</td>
<td>*Establishes claims on topic, cause and effect, immediate impact, change over time, and overall significance</td>
<td>0</td>
<td>*Monologue or dialogue develops sub-argument for each part of the thesis</td>
</tr>
<tr>
<td>Uses available Primary Sources: Argument made and supported with use of primary sources</td>
<td>Argument Evidence</td>
<td>8-7 Proficient</td>
<td>Argument Evidence</td>
</tr>
<tr>
<td>*Makes complete argument and supports through use of primary source evidence</td>
<td>*Makes complete argument and supports through use of primary source evidence</td>
<td>0</td>
<td>*Monologue or dialogue develops sub-argument for each part of the thesis</td>
</tr>
<tr>
<td>Places topic in Historical Context: Demonstrate understanding of how historical factors influenced topic</td>
<td>Varying of Evidence</td>
<td>6 Developing</td>
<td>Varying of Evidence</td>
</tr>
<tr>
<td>*Uses secondary sources to identify key people, events, and ideas of time leading to and surrounding an event</td>
<td>*Uses multiple types of primary sources throughout performance</td>
<td>0</td>
<td>*Uses few primary sources, mostly relies on secondary sources</td>
</tr>
<tr>
<td>Entry is Historically Accurate: Provides accurate chronology and summary of historical events</td>
<td>Evaluating Causes</td>
<td>10-9 Advanced</td>
<td>Evaluating Causes</td>
</tr>
<tr>
<td>*Summarizes historical facts accurately and without bias</td>
<td>*Demonstrates understanding of how these events influenced the topic</td>
<td>0</td>
<td>*Fails to explain or connect prior events to the topic</td>
</tr>
<tr>
<td>Research is Balanced in Presentation: Analyzes and provides multiple perspectives</td>
<td>Multiple Perspectives</td>
<td>8-7 Proficient</td>
<td>Multiple Perspectives</td>
</tr>
<tr>
<td>*Provides multiple types and pieces of evidence to create the argument</td>
<td>*Provides multiple types and pieces of evidence to create the argument</td>
<td>0</td>
<td>*Provides only one type or similar pieces of evidence to create the argument</td>
</tr>
<tr>
<td>Shows wide research in Annotated Bibliography: Sources are separated into primary and secondary sections and annotated</td>
<td>Source Citations</td>
<td>6 Developing</td>
<td>Source Citations</td>
</tr>
<tr>
<td>*Identifies a wide variety of foundational sources used to create the argument</td>
<td>*Identifies a wide variety of sources used to create the argument</td>
<td>0</td>
<td>*Relies on a small range of sources to create the argument</td>
</tr>
<tr>
<td>Name(s):</td>
<td></td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>0</td>
<td>*Explains how each source was used in a concise format</td>
<td>*Explains how each source was used</td>
<td>*Minimally explains how the sources were used in the website</td>
</tr>
</tbody>
</table>
## NATIONAL HISTORY DAY® CLASSROOM RUBRIC

### PERFORMANCES

**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 generally relate to the theme*

**RELATION to THEME:**
- *Does not use disciplinary lenses (social, political, economic, cultural, etc.) to expand upon the theme*

### DISCIPLINARY LENSES

**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:**
- *Does not use disciplinary lenses (social, political, economic, cultural, etc.) to expand upon the theme*

### CHANGE OVER TIME

**SUBSCORE ( / 20)**

**CHANGE OVER TIME:**
- *Explains how the topic developed over time and documents that change*
- *Describes why that change occurred*

**CHANGE OVER TIME:**
- *Fails to explain how the topic developed over time; just tells what happened*

### HISTORICAL SIGNIFICANCE

**SUBSCORE ( / 20)**

**HISTORICAL SIGNIFICANCE:**
- *Explains how the topic was significant in history and draws an independent conclusion*
- *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

**SUBSCORE ( / 20)**

**PRESENTATION CLARITY:**
- *Presents a professional product with no grammatical or pronunciation errors*
- *Presents clear and concise messages*

**PRESENTATION CLARITY:**
- *Speaks unclearly or is hard to understand*
- *Speaks in an unorganized or difficult-to-follow fashion*

### WRITTEN MATERIALS

**SUBSCORE ( / 20)**

**WRITTEN MATERIALS:**
- *Correct grammar, accurate pronunciation, articulate ideas*
- *Presents monologue or dialogue with excellent diction*

**WRITTEN MATERIALS:**
- *Presents monologue or dialogue so that thesis, analysis statements, and conclusion are identifiable*
- *Uses transitions and props in a creative way to visually support the argument*

### VISUAL PRESENTATION

**SUBSCORE ( / 20)**

**VISUAL PRESENTATION:**
- *Presents a storyline to advance a clear argument in a unique way*
- *Clearly organizes sub-arguments with logical scenes*

**VISUAL PRESENTATION:**
- *Uses performing techniques and costuming to visually explain the argument*
- *Uses transitions and props in a creative way to visually support the argument*

### SPOKEN ARGUMENT

**SUBSCORE ( / 20)**

**SPOKEN ARGUMENT:**
- *Presents a professional product with no grammatical or pronunciation errors*
- *Presents clear messages*

**SPOKEN ARGUMENT:**
- *Makes grammatical and/or pronunciation errors that impede understanding*
- *Presents unclear messages*

### CLARITY

**SUBSCORE ( / 20)**

**CLARITY:**
- *Presents monologue or dialogue in with excellent diction*
- *Uses clear transitions between spoken sub-arguments*

**CLARITY:**
- *Speaks unclearly or is hard to understand*
- *Speaks in an unorganized or difficult-to-follow fashion*

### VISUAL IMPACT

**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 or costuming that distracts from the argument*

**VISUAL IMPACT:**
- *Uses transitions and props in a creative way to visually support the argument*

### 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.**

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**COMMENTS ON PROJECT STRENGTHS**

Enter comments here.

**OPPORTUNITIES FOR IMPROVEMENT**

Enter comments here.