## Name(s):

<table>
<thead>
<tr>
<th>HISTORICAL QUALITY</th>
<th>Advanced</th>
<th>Proficient</th>
<th>Developing</th>
<th>N/A evaluate</th>
</tr>
</thead>
</table>
| Shows ANALYSIS and INTERPRETATION: Thesis establishes a claim and supporting arguments | *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 | *Establishes claims on topic, cause and effect, immediate impact, change over time, and overall significance  
*Presents original, formulated argument of themed topic | *Thesis fails to formulate an argument |  |
| ANALYSIS STATEMENTS                                                              | *Supporting statements develop sub-argument for each part of the thesis  
*Provides evidence supporting the argument | *Supporting statements develop sub-argument for each part of the thesis  
*Provides evidence supporting the argument | *Supporting statements do not develop sub-arguments |  |
| Uses available PRIMARY SOURCES: Argument made and supported with use of multimedia primary sources | ARGUMENT EVIDENCE  
*Makes complete argument and supports through use of multimedia primary source evidence  
*Supports each analysis statement with multiple sources | ARGUMENT EVIDENCE  
*Makes complete argument and supports through use of primary source evidence  
*Supports each analysis statement with multiple sources | ARGUMENT EVIDENCE  
*Supports argument using mainly secondary source evidence |  |
| VARIETY OF EVIDENCE                                                              | *Uses multiple types of primary sources throughout website  
*Uses unique primary sources that demonstrate advanced research skills | *Uses multiple types of primary sources throughout website  
*Uses unique primary sources that demonstrate advanced research skills | *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  
*Determines whether earlier factors caused later ones or simply preceded them | *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 | *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 | *Fails to explain or connect prior events to the topic |  |
| Entry is HISTORICALLY ACCURATE: Provides accurate chronology and summary of historical events | WRITTEN CONTENT ACCURACY  
*Summarizes historical facts accurately and without bias  
*Presents understanding of events in correct chronological order | WRITTEN CONTENT ACCURACY  
*Summarizes historical facts accurately and without bias  
*Presents understanding of events in correct chronological order | WRITTEN CONTENT ACCURACY  
*Summarizes historical facts incorrectly  
*Fails to present events in correct chronological order |  |
| VISUAL EVIDENCE ACCURACY                                                          | *Uses correct visual primary source evidence to support the argument  
*Uses evidence in correct historical context to support the argument | *Uses correct visual primary source evidence to support the argument  
*Uses evidence in correct historical context to support the argument | *Uses visual 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  
*Presents multiple points of view to support the argument | MULTIPLE PERSPECTIVES  
*Provides only one type or similar pieces of evidence to create the argument  
*Presents a one-sided view on topic |  |
| ANALYZING VARIOUS PERSPECTIVES                                                   | *Analyzes separate points of view  
*Explains the impact of each point of view on the topic | *Analyzes separate points of view  
*Explains the impact of each point of view on the topic | *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 most sources correctly in the website and the bibliography  
*Identifies a wide variety of foundational sources used to create the argument  
*Explains how each source was used in a concise format | SOURCE CITATIONS  
*Correctly separates sources into primary and secondary sections  
*Documents and cites most sources correctly in the website and the bibliography  
*Identifies a wide variety of sources used to create the argument  
*Explains how each source was used | SOURCE CITATIONS  
*Incorrectly separates sources into primary and secondary sections  
*Cites many sources incorrectly in the website and the bibliography  
*Relies on a small range of sources to create the argument  
*Minimally explains how the sources were used in the website |  |
<table>
<thead>
<tr>
<th>RELATION TO THEME</th>
<th>Advanced</th>
<th>Proficient</th>
<th>Developing</th>
<th>N/A evaluate</th>
</tr>
</thead>
<tbody>
<tr>
<td>RELATION to THEME</td>
<td>Clearly relates to and addresses all parts of the theme</td>
<td>Thesis and website clearly address the theme</td>
<td>Chosen topic presents fresh perspective on topic in relation to theme</td>
<td>N/A evaluate</td>
</tr>
<tr>
<td>DISCIPLINARY LENSES</td>
<td>Analyzes topic through multiple disciplinary lenses in relation to theme</td>
<td>Analyzes topic through multiple disciplinary lenses in relation to theme</td>
<td>Does not use disciplinary lenses (social, political, economic, cultural, etc.) to expand upon the theme</td>
<td></td>
</tr>
<tr>
<td>DRAWN CONCLUSIONS</td>
<td>Demonstrates current significance of topic and draws conclusions</td>
<td>Explains how the topic developed over time and documents that change</td>
<td>Describes why that change occurred</td>
<td></td>
</tr>
<tr>
<td>CHANGE OVER TIME</td>
<td>Explains how the topic developed over time and documents that change</td>
<td>Explains how the topic developed over time and documents that change</td>
<td>Fails to explain how the topic developed over time; just tells what happened</td>
<td></td>
</tr>
<tr>
<td>HISTORICAL SIGNIFICANCE</td>
<td>Explains how the topic was significant in history and draws an independent conclusion</td>
<td>Explains how the topic was significant in history</td>
<td>No explanation of the topic’s significance in history, describes the event</td>
<td></td>
</tr>
<tr>
<td>PRESENTATION CLARITY</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WRITTEN MATERIALS</td>
<td>Correct grammar, accurate spelling, articulate ideas</td>
<td>Makes some spelling and/or grammatical errors</td>
<td>Presents unclear messages</td>
<td></td>
</tr>
<tr>
<td>WRITING MECHANICS</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>WRITTEN FORMAT</td>
<td>Organizes pages with analysis statements in a local and easy-to-folllow layout</td>
<td>Structures writing so thesis, analysis statements, and conclusion are easy to identify</td>
<td>Fails to identify analysis statements separately from textual evidence</td>
<td></td>
</tr>
<tr>
<td>VISUAL PRESENTATION</td>
<td>Written materials and multimedia elements present clear messages with visual impact. Website uses multimedia effectively to</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VISUAL ORGANIZATION</td>
<td>Arranges and groups items to create a clear argument</td>
<td>Arranges items to create a clear argument</td>
<td>Fails to organize items to form the argument</td>
<td></td>
</tr>
<tr>
<td>VISUAL IMPACT</td>
<td>Uses a visual theme, layout, and presentation style in a creative way to visually explain an argument</td>
<td>Uses a visual theme and layout to support argument</td>
<td>Uses a distracting visual theme and layout taking focus away from the argument</td>
<td></td>
</tr>
</tbody>
</table>

**COMMENTS ON PROJECT STRENGTHS**
Enter comments here.

**OPPORTUNITIES FOR IMPROVEMENT**
Enter comments here.

**RULE COMPLIANCE**
- Maintains word limit (1200 student-composed words).
- Maintains size limit (100 MB).
- Multimedia clips do not exceed a total of four minutes.
- Includes an annotated bibliography and process paper.
- Total word counts of website and process paper are included on the home page.
- All visual sources and quotes from written sources are credited within the website.

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