

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 SUBSCORE (/ 20) 0	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 / DIALOGUE *Monologue or dialogue does not develop sub-argument		
Uses available PRIMARY SOURCES : Argument made and supported with use of primary sources SUBSCORE (/ 20) 0	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 SUBSCORE (/ 20) 0	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 SUBSCORE (/ 20) 0	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 SUBSCORE (/ 20) 0	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 SUBSCORE (/ 20)	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		

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 SUBSCORE (/ 20) 0	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 SUBSCORE (/ 20) 0	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	10-9	Advanced	8-7	Proficient	6	Developing	N/A evaluate
WRITTEN MATERIALS: Correct grammar, accurate pronunciation, articulate ideas SUBSCORE (/ 20) 0	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 identifiable		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. SUBSCORE (/ 20) 0	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

Enter comments here.

OPPORTUNITIES FOR IMPROVEMENT

Enter comments here.

Note: This rubric is for <u>classroom use only</u> . 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.