

Name(s):

HISTORICAL QUALITY	Advanced	Proficient	Developing	N/A evaluate
Shows <b>ANALYSIS and INTERPRETATION</b> : Thesis establishes a claim and supporting arguments.	<b>THESIS</b> *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	<b>THESIS</b> *Establishes claims on topic, cause and effect, immediate impact, change over time, and overall significance  *Presents original, formulated argument of themed topic	<b>THESIS</b> *Thesis fails to formulate an argument	
	<b>ANALYTICAL NARRATION</b> *Narration develops sub-argument for each part of the thesis *Provides evidence supporting the argument	<b>ANALYTICAL NARRATION</b> *Narration develops sub-argument for each part of the thesis	<b>ANALYTICAL NARRATION</b> *Narration does not develop sub-argument	
Uses available <b>PRIMARY SOURCES</b> : Argument made and supported with use of primary sources.	<b>ARGUMENT EVIDENCE</b> *Makes complete argument and supports through use of primary source evidence  *Supports each analysis statement with multiple sources	<b>ARGUMENT EVIDENCE</b> *Makes complete argument and supports through use of primary source evidence	<b>ARGUMENT EVIDENCE</b> *Supports argument using mainly secondary source evidence	
	<b>VARIETY OF EVIDENCE</b> *Uses multiple types of primary sources throughout documentary  *Uses unique primary sources that demonstrate advanced research skills	<b>VARIETY OF EVIDENCE</b> *Uses multiple types of primary sources throughout documentary	<b>VARIETY OF EVIDENCE</b> *Uses few primary sources, mostly relies on secondary sources	
Places topic in <b>HISTORICAL CONTEXT</b> : Demonstrates understanding of how historical factors influenced topic.	<b>HISTORICAL CONTEXT</b> *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	<b>HISTORICAL CONTEXT</b> *Uses secondary sources to identify key people, events, and ideas of time leading to and surrounding an event	<b>HISTORICAL CONTEXT</b> *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.	
	<b>EVALUATING CAUSES</b> *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	<b>EVALUATING CAUSES</b> *Demonstrates understanding of how these events influenced the topic	<b>EVALUATING CAUSES</b> *Fails to explain or connect prior events to the topic	
Entry is <b>HISTORICALLY ACCURATE</b> : Provides accurate chronology and summary of historical events.	<b>CONTENT ACCURACY</b> *Summarizes historical facts accurately and without bias *Presents understanding of events in correct chronological order	<b>CONTENT ACCURACY</b> *Summarizes historical facts accurately  *Presents understanding of events in correct chronological order	<b>CONTENT ACCURACY</b> *Summarizes historical facts incorrectly  *Fails to present events in correct chronological order	
	<b>EVIDENCE ACCURACY</b> *Uses correct primary source evidence to support the argument *Uses evidence in correct historical context to support the argument	<b>EVIDENCE ACCURACY</b> *Uses correct primary source evidence to support the argument	<b>EVIDENCE ACCURACY</b> *Uses evidence out of context  *Uses non-credible or fabricated evidence to support the argument	
Research is <b>BALANCED in PRESENTATION</b> : Analyzes and provides multiple perspectives.	<b>MULTIPLE PERSPECTIVES</b> *Provides multiple types and pieces of evidence to create the argument  *Presents multiple points of view to support the argument	<b>MULTIPLE PERSPECTIVES</b> *Provides multiple types and pieces of evidence to create the argument	<b>MULTIPLE PERSPECTIVES</b> *Provides only one type or similar pieces of evidence to create the argument	
	<b>ANALYZING VARIOUS PERSPECTIVES</b> *Analyzes separate points of view  *Explains the impact of each point of view on the topic	<b>ANALYZING VARIOUS PERSPECTIVES</b> *Analyzes separate points of view	<b>ANALYZING VARIOUS PERSPECTIVES</b> *Presents a one-sided view on topic	
Shows wide research in <b>ANNOTATED BIBLIOGRAPHY</b> : Sources are separated into primary and secondary sections and annotated.	<b>SOURCE CITATIONS</b> *Correctly separates sources into primary and secondary sections  *Documents and cites all sources correctly in the bibliography	<b>SOURCE CITATIONS</b> *Correctly separates sources into primary and secondary sections  *Documents and cites most sources correctly in the bibliography	<b>SOURCE CITATIONS</b> *Incorrectly separates sources into primary and secondary sections  *Cites many sources incorrectly in the bibliography	
	<b>ANNOTATIONS</b> *Identifies a wide variety of foundational sources used to create the argument  *Explains how each source was used in a concise format	<b>ANNOTATIONS</b> *Identifies a wide variety of sources used to create the argument  *Explains how each source was used	<b>ANNOTATIONS</b> *Relies on a small range of sources to create the argument  *Minimally explains how the sources were used in the documentary	

RELATION TO THEME	Advanced	Proficient	Developing	N/A evaluate
<b>RELATION to THEME:</b> Clearly relates to and addresses all parts of the theme.	<b>RELATION TO THEME</b> *Thesis and documentary clearly address the theme. *Chosen topic presents fresh perspective on topic in relation to theme.	<b>RELATION TO THEME</b> *Thesis and documentary clearly address the theme.	<b>RELATION TO THEME</b> *Thesis and documentary generally relate to the theme.	
	<b>DISCIPLINARY LENSES</b> *Analyzes topic through multiple disciplinary lenses (social, political, economic, cultural, etc.) in relation to theme. *Uses multiple disciplinary lenses that connect across the theme.	<b>DISCIPLINARY LENSES</b> *Analyzes topic through multiple disciplinary lenses (social, political, economic, cultural, etc.) in relation to theme.	<b>DISCIPLINARY LENSES</b> *Does not use disciplinary lenses (social, political, economic, cultural, etc.) to expand upon the theme.	
<b>DRAWNS CONCLUSIONS:</b> Demonstrates current significance of topic and draws conclusions.	<b>CHANGE OVER TIME</b> *Explains how the topic developed over time and documents that change.  *Describes why that change occurred.	<b>CHANGE OVER TIME</b> *Explains how the topic developed over time and documents that change.	<b>CHANGE OVER TIME</b> *Fails to explain how the topic developed over time; just tells what happened.	
	<b>HISTORICAL SIGNIFICANCE</b> *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.	<b>HISTORICAL SIGNIFICANCE</b> *Explains how the topic was significant in history.  *Explains impact on the community, nation, or world.	<b>HISTORICAL SIGNIFICANCE</b> *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
<b>NARRATION:</b> Correct grammar, accurate pronunciation, articulate ideas.	<b>SPOKEN ARGUMENT</b> *Narration and credits contain no grammatical or pronunciation errors.  *Presents clear and concise messages.	<b>SPOKEN ARGUMENT</b> *Narration and credits contain some grammatical and/or pronunciation errors.  *Presents clear messages.	<b>SPOKEN ARGUMENT</b> *Narration and credits contain grammatical and/or pronunciation errors that impede understanding. *Presents unclear messages.	
	<b>CLARITY</b> *Presents narration in a logical and identifiable manner.  *Uses clear transitions between spoken sub-arguments.	<b>CLARITY</b> *Presents narration so that thesis, analysis statements, and conclusion are identifiable.	<b>CLARITY</b> *Narration is unclear or is difficult to understand.  *Narration is unorganized or in a difficult-to-follow fashion.	
<b>VISUAL PRESENTATION:</b> Multimedia elements present clear messages with visual impact.	<b>VISUAL ORGANIZATION</b> *Arranges visual elements to advance the argument in a unique way.  *Clearly organizes visual evidence to explain the argument.	<b>VISUAL ORGANIZATION</b> *Arranges visual elements to advance the argument.	<b>VISUAL ORGANIZATION</b> *Fails to arrange visual elements to advance the argument.  *Uses unclear visual evidence.	
	<b>VISUAL IMPACT</b> *Uses transitions in a creative way to explain the argument.  *Uses a variety of multimedia sources throughout the documentary to support the argument.	<b>VISUAL IMPACT</b> *Uses transitions to explain the argument.  *Uses multimedia sources throughout the documentary to support the argument.	<b>VISUAL IMPACT</b> *Uses distracting transitions and effects that take the focus away from the argument.  *Uses few multimedia sources to support the argument.	

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 count of process paper is included on the title page.
<input type="checkbox"/>	All equipment is student-run.
<input type="checkbox"/>	Documentary credits include acknowledgements and brief credits.

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