<table>
<thead>
<tr>
<th>HISTORICAL QUALITY</th>
<th>Advanced</th>
<th>Proficient</th>
<th>Developing</th>
<th>N/A evaluate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>THESIS</strong></td>
<td><em>Establishes claims on topic, cause and effect, immediate impact, change over time, and overall significance.</em></td>
<td><em>Establishes claims on topic, cause and effect, immediate impact, change over time, and overall significance.</em></td>
<td><em>Thesis fails to formulate an argument.</em></td>
<td></td>
</tr>
<tr>
<td><strong>ANALYSIS STATEMENTS</strong></td>
<td><em>Supporting statements develop sub-argument for each part of the thesis.</em></td>
<td><em>Supporting statements develop sub-argument for each part of the thesis.</em></td>
<td><em>Supporting statements do not develop sub-arguments.</em></td>
<td></td>
</tr>
<tr>
<td><strong>ARGUMENT EVIDENCE</strong></td>
<td><em>Makes complete argument and supports through use of primary source evidence.</em></td>
<td><em>Supports each analysis statement with multiple sources.</em></td>
<td><em>Supports argument using mainly secondary source evidence.</em></td>
<td></td>
</tr>
<tr>
<td><strong>VARIETY OF EVIDENCE</strong></td>
<td><em>Uses multiple types of primary sources throughout exhibit.</em></td>
<td><em>Uses unique primary sources that demonstrate advanced research skills.</em></td>
<td>Uses few primary sources, mostly relies on secondary sources.</td>
<td></td>
</tr>
<tr>
<td><strong>HISTORICAL CONTEXT</strong></td>
<td><em>Uses secondary sources to identify key people, events, and ideas of time leading to and surrounding an event.</em></td>
<td><em>Uses secondary sources to identify key people, events, and ideas of time leading to and surrounding an event.</em></td>
<td><em>Obvious connections may be missing.</em></td>
<td></td>
</tr>
<tr>
<td><strong>EVALUATING CAUSES</strong></td>
<td><em>Demonstrates understanding of how these events influenced the topic.</em></td>
<td><em>Explains the past in its own terms, not judging it solely by present-day norms and values.</em></td>
<td><em>Fails to explain or connect prior events to the topic.</em></td>
<td></td>
</tr>
<tr>
<td><strong>WRITTEN CONTENT ACCURACY</strong></td>
<td><em>Summarizes historical facts accurately and without bias.</em></td>
<td><em>Presents understanding of events in correct chronological order.</em></td>
<td><em>Summarizes historical facts incorrectly.</em></td>
<td></td>
</tr>
<tr>
<td><strong>VISUAL EVIDENCE ACCURACY</strong></td>
<td><em>Uses correct visual primary source evidence to support the argument.</em></td>
<td><em>Uses evidence in correct historical context to support the argument.</em></td>
<td><em>Uses visual evidence out of context.</em></td>
<td></td>
</tr>
<tr>
<td><strong>MULTIPLE PERSPECTIVES</strong></td>
<td><em>Provides multiple types and pieces of evidence to create the argument.</em></td>
<td><em>Provides multiple types and pieces of evidence to support the argument.</em></td>
<td><em>Provides only one type or similar pieces of evidence to create the argument.</em></td>
<td></td>
</tr>
<tr>
<td><strong>ANALYZING VARIOUS PERSPECTIVES</strong></td>
<td><em>Analyzes separate points of view.</em></td>
<td><em>Analyzes separate points of view.</em></td>
<td><em>Presents a one-sided view on topic.</em></td>
<td></td>
</tr>
<tr>
<td><strong>SOURCE CITATIONS</strong></td>
<td><em>Correctly separates sources into primary and secondary sections.</em></td>
<td><em>Documents and cites most sources correctly in the exhibit and the bibliography.</em></td>
<td><em>Incorrectly separates sources into primary and secondary sections.</em></td>
<td></td>
</tr>
<tr>
<td><strong>ANNOTATIONS</strong></td>
<td><em>Identifies a wide variety of foundational sources used to create the argument.</em></td>
<td><em>Identifies how each source was used in a concise format.</em></td>
<td><em>Relies on a small range of sources to create the argument.</em></td>
<td></td>
</tr>
</tbody>
</table>

**Additional Notes:**
- **Uses available PRIMARY SOURCES:** Argument made and supported with use of primary sources.
- **Places topic in HISTORICAL CONTEXT:** Demonstrates understanding of how historical factors influenced topic.
- **Entry is HISTORICALLY ACCURATE:** Provides accurate chronology and summary of historical events.
- **Research is BALANCED in PRESENTATION:** Analyzes and provides multiple perspectives.
**RELATION TO THEME**

- Clearly relates to and addresses all parts of the theme.
- Thesis and exhibit clearly address the theme.
- Chosen topic presents fresh perspective on topic in relation to 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.

**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.

**PRESENTATION CLARITY**

- Organizes pages with analysis statements in a local and easy-to-follow layout.
- Structures writing with clear transitions between the thesis, analysis statements, and conclusion.

**VISUAL PRESENTATION**

- Written materials and visual elements present clear messages with visual impact. Exhibit engages the viewer.

**WRITTEN MATERIALS**

- Correct grammar, accurate spelling, articulate ideas.
- Presents a professional product with no spelling or grammatical errors.
- Presents clear and concise messages.

**WRITTEN MECHANICS**

- Makes some spelling and/or grammatical errors.
- Presents clear messages.
- Presents unclear messages.

**WRITTEN FORMAT**

- Structures writing so thesis, analysis statements, and conclusion are easy to identify.
- Fails to identify analysis statements separately from textual evidence.

**VISUAL ORGANIZATION**

- Arranges and groups items to create a clear argument.
- Clearly organizes text and visual evidence to guide a reader through the argument.
- Most pieces of visual evidence are organized and have a clear purpose.

**VISUAL IMPACT**

- Uses a visual theme, layout, and presentation style in a creative way to support an argument.
- Uses a variety of sources throughout the exhibit to explain the argument.
- Uses some sources to visually explain the argument.
- Uses a distracting visual theme and layout taking focus away from the argument.
- Uses few sources to explain the argument.

**CHANGE OVER TIME**

- Explains how the topic developed over time and documents that change.
- Describes why that change occurred.

**VISUAL IMPACT**

- Uses a variety of sources throughout the exhibit to explain the argument.
- Uses some sources to visually explain the argument.

**DISCIPLINARY LENSES**

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

**DRISCOLL FUTURE IMPROVEMENTS**

Enter comments here.

**COMMENTS ON PROJECT STRENGTHS**

Enter comments here.

**OPPORTUNITIES FOR IMPROVEMENT**

Enter comments here.

**Y/N RULE COMPLIANCE**

- Maintains size requirement (40” x 30” x 72”, if circular or rotating, no more than 30” in diameter).
- Maintains word limit (500 student-composed words).
- Media device(s) maintain the time limit (three minutes).
- Includes an annotated bibliography and process paper.
- Total word counts of exhibit and process paper are included on the title page.
- All visual sources and quotes from written sources are credited within the exhibit.

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