

Name:

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>SUPPORTING PARAGRAPHS</b> *Supporting paragraphs develop sub-argument for each part of the thesis. *Provides evidence supporting the argument.	<b>SUPPORTING PARAGRAPHS</b> *Supporting paragraphs develop sub-argument for each part of the thesis.	<b>SUPPORTING PARAGRAPHS</b> *Supporting paragraphs do 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 paper.  *Uses unique primary sources that demonstrate advanced research skills.	<b>VARIETY OF EVIDENCE</b> *Uses multiple types of primary sources throughout paper.	<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 paper and in the bibliography.	<b>SOURCE CITATIONS</b> *Correctly separates sources into primary and secondary sections. *Documents and cites most sources correctly in the paper and in the bibliography.	<b>SOURCE CITATIONS</b> *Incorrectly separates sources into primary and secondary sections.  *Cites many sources incorrectly in the paper and 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 paper.	

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 paper clearly address the theme. *Chosen topic presents fresh perspective on topic in relation to theme.	<b>RELATION TO THEME</b> *Thesis and paper clearly address the theme.	<b>RELATION TO THEME</b> *Thesis and paper 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>DRAWS 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>WRITING MECHANICS:</b> Correct grammar, accurate spelling and punctuation, paper is neatly prepared.	<b>WRITING MECHANICS</b> *Presents a professional product with no spelling or grammatical errors.  *Presents clear and concise messages.	<b>WRITING MECHANICS</b> *Makes some spelling and/or grammatical errors.  *Presents clear messages.	<b>WRITING MECHANICS</b> *Makes spelling and/or grammatical errors that impede understanding.  *Presents unclear messages.	
	<b>WRITTEN FORMAT</b> *Structures writing with analysis paragraphs in a logical and clear layout.  *Structures writing with clear transitions between the thesis, analysis, and conclusion.	<b>WRITTEN FORMAT</b> *Structures writing with analysis paragraphs in a logical and clear layout.	<b>WRITTEN FORMAT</b> *Fails to structure writing in a clear layout.	
<b>ORGANIZATION:</b> Written material is organized to present clear messages.	<b>WRITTEN ORGANIZATION</b> *Arranges paragraphs to create a clear argument.  *Organizes details within paragraphs to advance the argument.	<b>WRITTEN ORGANIZATION</b> *Arranges paragraphs to create a clear argument.	<b>WRITTEN ORGANIZATION</b> *Fails to arrange paragraphs to create a clear argument.	
	<b>COHERENCE</b> *Arranges points so that reader can easily follow from one idea to the next.  *Connects ideas to show cause and effect.	<b>COHERENCE</b> *Arranges points so that reader can easily follow from one idea to the next.	<b>COHERENCE</b> *Arranges points in an incoherent way; readers cannot see the connections between the ideas.	

COMMENTS ON PROJECT STRENGTHS
Enter comments here.

OPPORTUNITIES FOR IMPROVEMENT
Enter comments here.

Y/N	RULE COMPLIANCE
	Maintains length requirements (1,500-2,500 words, including student-composed word and quotations).
	Includes an annotated bibliography.
	Word count of paper is included on the title page.
	Includes citations (footnotes, endnotes, or internal documentation) citing quotes and paraphrased information.

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