

NATIONAL HISTORY DAY® CLASSROOM RUBRIC

PAPER

HISTORICAL QUALITY	5	Advanced	4	Proficient	3	Developing	N
Shows ANALYSIS and INTERPRETATION : Thesis establishes a claim and supporting arguments	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 based on a themed topic		
	SUPPORTING PARAGRAPHS *Supporting paragraphs develop sub-argument for each part of thesis *Provides evidence supporting their argument		SUPPORTING PARAGRAPHS *Supporting paragraphs develop sub-argument for each part of thesis		SUPPORTING PARAGRAPHS *Supporting paragraphs do not develop sub-argument		
Uses available PRIMARY SOURCES : Argument made and supported with use of multiple types of primary sources	ARGUMENT EVIDENCE *Makes complete argument and supports through use of multiple types of primary source evidence *Supports each paragraph 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 paper *Uses unique primary sources from advanced research		VARIETY OF EVIDENCE *Uses multiple types of primary sources throughout paper		VARIETY OF EVIDENCE *Uses few primary sources, mostly secondary sources throughout paper		
Places topic in HISTORICAL CONTEXT : Demonstrates understanding of how historical factors influenced topic	HISTORICAL FACTORS *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 FACTORS *Uses secondary sources to identify key people, events, and ideas of time leading to and surrounding an event		HISTORICAL FACTORS *Uses secondary sources to identify few key people, events, and ideas of time leading to and surrounding an event		
	EVALUATING CAUSES *Demonstrates understanding of how these events influenced the topic *Explains the past on 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	WRITTEN CONTENT ACCURACY *Provides an accurate summary of historical facts within the argument without bias *Presents understanding of events in correct chronological order		WRITTEN CONTENT ACCURACY *Provides an accurate summary of historical facts *Presents understanding of events in correct chronological order		WRITTEN CONTENT ACCURACY *Summarizes historical facts inaccurately *Fails to present events in chronological order		
	EVIDENCE USE ACCURACY *Uses correct primary source evidence to support the argument *Uses evidence in correct historical context to support the argument		EVIDENCE USE ACCURACY *Uses correct primary source evidence to support the argument		EVIDENCE USE ACCURACY *Uses evidence out of context while supporting argument *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 argument *Presents several points of view within evidence while supporting the argument		MULTIPLE PERSPECTIVES *Provides multiple types and pieces of evidence to create argument		MULTIPLE PERSPECTIVES *Provides only one type or similar pieces of evidence to create argument		
	ANALYZING VARIOUS PERSPECTIVES *Analyzes the causes of separate views *Explains the impact of each view on the topic		ANALYZING VARIOUS PERSPECTIVES *Analyzes the causes of separate views		ANALYZING VARIOUS PERSPECTIVES *Presents one-sided view on topic		
Shows wide research in ANNOTATED BIBLIOGRAPHY : Sources separated into primary & secondary sections and annotated	SOURCE CITATIONS *Correctly separates sources into primary and secondary sections *Documents and cites all sources correctly in the paper and in the bibliography		SOURCE CITATIONS *Correctly separates sources into primary and secondary sections *Documents and cites most sources correctly in the paper and in the bibliography		SOURCE CITATIONS *Incorrectly separates sources into primary and secondary sections *Cites many sources incorrectly in the paper and in the bibliography		
	ANNOTATIONS *Identifies a wide variety of foundational sources used to create the argument *Explains how each source was used in the paper and how it supports the argument in a concise format		ANNOTATIONS *Identifies a wide variety of sources used to create the argument *Explains how each source was used in the paper in a concise format		ANNOTATIONS *Uses little variety of sources to create the argument *Minimally explains how the sources were used in the paper		
RELATION TO THEME							
RELATION TO THEME : Clearly relates to and addresses all parts of the theme	RELATION TO THEME *Thesis and paper clearly addresses the theme *Chosen topic presents new perspective on topic in relation to theme		RELATION TO THEME *Thesis and paper clearly addresses the theme		RELATION TO THEME *Thesis and paper generally relates to the theme		
	TOPIC THROUGH DISCIPLINARY LENSES *Analyzes topic using multiple disciplinary lenses (social, political, economic, cultural, etc.) in relation to theme *Uses multiple disciplinary lenses that make connections across all parts of the theme		TOPIC THROUGH DISCIPLINARY LENSES *Analyzes topic using multiple disciplinary lenses (social, political, economic, cultural, etc.) in relation to theme		TOPIC THROUGH DISCIPLINARY LENSES *Lacks use of disciplinary lenses (social, political, economic, cultural, etc.) to expand upon theme in depth		
DRAWS CONCLUSIONS : Demonstrates current significance of topic and draws conclusions	CHANGE OVER TIME *Explains how the topic developed over time and presents key factors documenting the change *Describes why the changes occurred		CHANGE OVER TIME *Explains how the topic developed over time and presents key factors documenting the change		CHANGE OVER TIME *Fails to explain development of topic over time, just tells what happened		
	HISTORICAL SIGNIFICANCE *Explains how the topic was significant in history and draws an independent conclusion (not one commonly researched) *Explains the cause and continued impact on the community, nation, or world		HISTORICAL SIGNIFICANCE *Explains how the topic was significant in history *Explains its continued impact on the community, nation, or world		HISTORICAL SIGNIFICANCE *No explanation of topic's significance in history, just describes the event *Minimal ability to explain impact on the community, nation, or world		
PRESENTATION CLARITY							
WRITING MECHANICS : Text is grammatical and spelling is correct; paper is neatly prepared	WRITING MECHANICS *Presents a professional product with no spelling and grammar errors *Presents clear and concise messages		WRITING MECHANICS *Makes some grammatical and or spelling errors *Presents clear messages		WRITING MECHANICS *Makes continued grammatical and or spelling errors *Presents an unclear message		
	WRITTEN FORMAT *Organizes pages with analysis paragraphs in a logical and easy to read layout *Structures writing with clear transitions between the thesis, analysis paragraphs, and conclusion		WRITTEN FORMAT *Structures writing so thesis, analysis paragraphs, and conclusion are easy to identify by page		WRITTEN FORMAT *Fails to identify analysis paragraphs separately from textual evidence on the pages		
ORGANIZATION : Written material is organized to present clear messages	WRITTEN ORGANIZATION *Arranges paragraphs to create a clear argument *Organizes points and details within paragraphs to advance the argument		WRITTEN ORGANIZATION *Arranges paragraphs to create a clear argument		WRITTEN ORGANIZATION *Fails to arrange paragraphs to create an argument		
	WRITING COHERENCE *Arranges points so reader can easily follow from one point to the next *Connects points to show causes and effects		WRITING COHERENCE *Arranges points so reader can easily follow from one point to the next		WRITING COHERENCE *Arranges ideas in an incoherent way so readers fail to see connections between them		