

Name:

Period:

## National History Day Project - Grading Rubric

The Actual Project: Exhibit, Website, Performance, Documentary, Paper			
	Exceeds	Meets	Needs Revision
Project Creation  ____ / 30	Includes all criteria for “Meets the Standard” in an exemplary way. Work shows a higher level of thoughtful design, organization, planning, effort, and creativity.	<ul style="list-style-type: none"> <li>- Thesis clearly stated</li> <li>- Thoughtful organization (layout, tabs, storyline)</li> <li>- Thoughtful use of visuals/media (images, music, audio/video clips)</li> <li>- Few errors in spelling, grammar, and/or pronunciation</li> <li>- Adheres to all NHD rules (word counts, credits, size)</li> </ul>	Does not include one or more of the criteria outlined in the “Meets the Standard” category.

## Annotated Bibliography

	Exceeds	Meets	Needs Revision
Quality of Evidence  ____ / 10	<p>Uses high-quality sources that provide support for thesis, with a balance between print and online sources.</p> <p>Includes at least <b>one personal interview</b> (obtained by phone, email, or in-person) among sources.</p>	Uses high-quality sources (at least 10) that provide support for thesis, with a balance between print and online sources.	Supports argument using mainly poor-quality sources, and/or uses few/no book sources.
Primary Sources  ____ / 10	Uses <b>four or more</b> different types of primary sources throughout project (letters, newspapers, diaries, photos, pamphlets, songs, speeches, etc.).	Uses at least three different types of primary sources throughout project (letters, newspapers, diaries, photos, pamphlets, songs, speeches, etc.).	Uses few primary sources, mostly relies on secondary sources.
Source Citations  ____ / 10	<p>Correctly separates sources into primary and secondary sections.</p> <p>Documents and cites <b>all</b> sources correctly, with <b>few to no</b> typos or grammatical errors.</p>	<p>Correctly separates sources into primary and secondary sections.</p> <p>Documents and cites most sources correctly, with minimal typos and/or grammatical errors.</p>	<p>Incorrectly separates sources into primary and secondary sections.</p> <p>Cites many sources incorrectly, and/or includes numerous typos and grammatical errors.</p>
Annotations  ____ / 20	Explains <b>very clearly and specifically</b> , in a well-written <b>two- to four-sentence paragraph</b> , what you learned from each source and how it helped you with your project.	Explains in a well-written one- or (mostly) two-sentence paragraph how each source added to your learning or project.	Explains in too little detail how each of the sources added to your learning or project.

**Process Paper and Notes**

	Exceeds	Meets	Needs Revision
Process Paper _____ / 10	Discusses <b>with detail and specifics</b> your (1) choice of topic, (2) research process, (3) project creation, and (4) relation to theme.	Discusses your (1) choice of topic, (2) research process, (3) project creation, and (4) relation to theme.	Not all four requirements are adequately addressed.
Research Notes _____ / 10	Research notes are accurate, detailed, in your own words, and clearly show use of an <b>organized note-taking system</b> (mind map, chart, outline, etc.)	Research notes are accurate, detailed, and in your own words.	Research notes are missing, inaccurate, plagiarized, or lacking in detail.
Scope of Research Notes _____ / 10	Research notes cover all required areas <ul style="list-style-type: none"> <li>• Background/context</li> <li>• The event itself (triumph and tragedy)</li> <li>• Short-term impact</li> <li>• Long-term impact</li> </ul> <b>and explore the topic from multiple perspectives or points-of-view.</b>	Research notes cover all required areas. <ul style="list-style-type: none"> <li>• Background/context</li> <li>• The event itself (triumph and tragedy)</li> <li>• Short-term impact</li> <li>• Long-term impact</li> </ul>	Research notes neglect one or more of the required areas.

	Exceeds	Meets	Needs Revision
Class Presentation _____ / 10	Presentation shows evidence of planning and preparation. It gives an organized overview of your topic selection, findings, and conclusions. Displays <b>excellent</b> eye contact, volume, and transitions.  <b>Properly uses</b> the 3-5 minute time limit (exception for documentaries and performances).	Presentation shows evidence of planning and preparation. It gives the audience an organized overview of your topic selection, findings, and conclusions. Mostly displays good eye contact, volume, and transitions.  May run a few seconds short or long of the 3-5 minute time limit (exception for documentaries and performances).	Presentation is choppy and confusing. Does not transition between subtopics well. Lacks eye contact with audience.  Presentation deviates significantly from time limits.

**TOTAL \_\_\_\_\_ / 120**