

LIVONIA HISTORY DAY GRADING RUBRIC

Criteria	Superior	Excellent	Good	Needs Improvement
Entry is historically accurate.	Main ideas are supported by facts, which are supported by evidence (secondary and primary sources). Entry contains no obviously inaccurate information.	Main ideas are supported by facts but would be improved with more evidence from sources. Entry contains no/minimal inaccurate pieces of information.	Entry lacks substantial evidence to support thesis improved with more evidence. May contain some inaccuracies or irrelevant information on topic.	Entry raises questions about the accuracy of facts, or facts seem correct, but needs to be supported by more evidence. Discussion is unfocused or irrelevant to topic.
Shows analysis and interpretation	Entry has a clear thesis (main idea or point of view). The thesis is fully supported by thoughtful analysis and interpretation, which acknowledges strengths and weaknesses of the historical evidence.	Entry has a stated thesis (main idea or point of view). The thesis is supported by some analysis and interpretation, which acknowledges strengths and weaknesses of the historical evidence. May be unbalanced.	The thesis is not clearly stated but is evident in the overall project. Entry includes more description than analysis or interpretation.	Entry has no clear thesis and only describes people or events without analysis or interpretation.
Places the topic in historical context.	Entry includes accurate and appropriate references to the time period by specifying the political, economic, social and cultural influences (events, ideas, people, places and objects). Entry shows historical perspective – the causes and consequences of an event, or the relationship of a local topic to larger trends or events.	Entry primarily focuses on the time period, but also makes some reference to surrounding events, ideas, people, and objects but does (not fully demonstrate how they illustrate the political, economic, social and cultural influences of the time. The causes and consequences of the topic, or the relation of a local topic to a larger trend, are not fully developed. or does so in an unbalanced way.	Entry only refers to the time period, and may mention surrounding events, ideas, people, and objects but does not demonstrate how they illustrate the political, economic, social and cultural influences of the time. The causes and consequences of the topic, or the relation of a local topic to a larger trend, are not fully developed.	Entry refers to the time period in non-specific ways. Does not include any information regarding the political, economic, social or cultural influences of the time period. Entry is only descriptive and does not analyze the topic's causes and consequences.
Research is balanced and thoroughly uses primary and secondary evidence	<p>Varied sources (minimum of 20 total of which at least 5 are primary) are used to advance the entry’s thesis and analysis. Interpretation and conclusions are based on solid research. All sides of the topic are examined. While entry may focus on one interpretation, based on evidence and analysis, it acknowledges and analyzes multiple points of view</p> <p>Entrant understands the distinction between primary and secondary sources and has integrated most sources thoroughly.</p>	<p>Varied sources (minimum of 15 total of which at least 5 are primary) are used to advance the entry’s thesis and analysis. Interpretation and conclusions are based on the research. Most sides of the topic are examined, and it attempts to acknowledge and analyze multiple points of view</p> <p>Entrant understands the distinction between primary and secondary sources. Has relied on some sources more heavily than others.</p>	<p>Varied sources (minimum of 10 total of which at least 3 are primary) are used within the research project. Interpretation and conclusions are based on the uneven research. Some sides of the topic are examined minimal to no attempts are made to acknowledge and analyze multiple points of view</p> <p>Primary sources are few and/or sometimes confused with secondary sources.</p>	<p>Minimum number of sources used (less than 10 total) and lacks primary and/or secondary sources and/or their relation to the thesis is not clear.</p>

Project includes an annotated bibliography of all sources used	Project includes an annotated bibliography separated into primary and secondary sources with appropriate annotations for at least 10 of your sources.	Project includes an annotated bibliography comprised of a list of annotated sources used which have been separated into primary and secondary. At least 7 of your sources must include annotations.	Project includes an annotated bibliography comprised of a list of annotated sources used which have been separated into primary and secondary. At least 4 of your sources must include annotations.	Project includes no annotated bibliography, and/or sources have not been separated into primary /secondary and/or includes less than 4 annotations.
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Relation to Theme				
Evaluation Criteria	Superior	Excellent	Good	Needs Improvement
Entry clearly relates their topic to the History Day theme, shows significance of topic in history, and draws conclusions.	Entry clearly relates their topic to the History Day theme. Students thoroughly addressed what the barrier in history was, who or how it was broken, and the impact it had on history.	Entry is related to the theme, but would be strengthened by more links throughout. Students address all three questions within the topic, what was the barrier, who or how it was broken, and the impact it had on history. However, they may do so unevenly.	Entry is related to the theme, but needs more links throughout. Students address two of the three questions within the topic, what was the barrier, who or how it was broken, and the impact it had on history.	Entry's relation to the theme is implied, but not clearly explained. Students do not answer all three questions within the topic, rather, focusing on one.

Clarity of Presentation RESEARCH PAPERS

Evaluation Criteria	Superior	Good	Needs Improvement
Written material is original, clear, appropriate, organized and well presented.	Entry is well organized and logical. The sections and main points are easy to discern. The entry is best presented as a historical paper.	Entry is understandable, but could be better organized (the sections and main points vary in clarity).	Entry presents information clearly in most cases and shows evidence of organization, but sections and main points are difficult to discern.
Text is clear, with correct grammar and spelling. Entry is neatly prepared.	Citations are used properly. The text is clear, grammatical, correctly spelled and neatly presented.	Entry text is, with some exceptions, clear, grammatical, correctly spelled, and neatly presented. There may be some inconsistency in citations.	The text's clarity, neatness, grammar, spelling, and the format of some citations, could be improved.

Clarity of Presentation PERFORMANCES

Evaluation Criteria	Superior	Good	Needs Improvement
Presentation and written materials are original, clear, appropriate, organized, and articulate.	Entry is an original dramatic portrayal of a topic. Performance combines dramatic appeal with historical accuracy and effectively uses the 10 minutes. Script is clear and creative.	Entry has moments when dramatic appeal is lost and the performance becomes more like an oral report. Script contains some errors of historical accuracy (language, for example). Effectively uses the 10 minutes	Entry utilizes some methods of dramatic presentation, but is more like an oral report or just recites facts. 10 minutes is not used effectively.
Performers show good stage presence; props/ costumes are historically accurate.	Entry performers show good stage presence and props/costumes are historically accurate and an integral part of the presentation.	Entry performers have stage presence; props/costumes are historically accurate, but are not always an integral part of the presentation.	Entry performers are sometimes stiff and/or hard to hear/understand; props/costumes have some historical inaccuracies and /or are not always an integral part of the presentation.

Clarity of Presentation DOCUMENTARIES

Evaluation Criteria	Superior	Good	Needs Improvement
Presentation and written materials are original, clear appropriate, organized, and articulate.	Entry is an original audiovisual production that is well organized and communicates the main message and the topic's significance. The script is clear, the visual images and sound are appropriate, and the entrant has mastered the technical skills required.	Entry could have been better organized to communicate the main message and the topic's significance. The script is unclear or too vague in places, the visual images, and sound are occasionally vague (in relation to topic).	The script is sometimes unfocused and does not always underline the main message of the audiovisual production. Some images and sounds are unrelated or unidentified.
Entry is organized, has visual impact, and the documentary category is appropriate to topic.	Entry utilizes multimedia (such as interviews, film footage, site visits) to communicate the main message and central points. The topic is best suited for the documentary category.	Entry utilizes images and audio but relies mostly on narration to communicate the main message and central points.	Entry utilizes images and audio but they do not always explain central points. Text is used to communicate the main message and central points instead of images and sound.

Clarity of Presentation WEBSITES

Evaluation Criteria	Superior	Good	Needs Improvement
Presentation and written materials are original, clear, appropriate, organized, and articulate.	Web pages are well organized with the title, section divisions, and main message clear and easy to recognize. Multimedia is clearly captioned and enhances the message of the web site. The entrant has mastered the technical skills required.	Section divisions and main message are a little hard to find at first. The entry could be improved by more focused (or less) multimedia content and clearer captions that relate to the message of the web site.	Entry shows evidence of organization, but main message needs to be clearer. Captions do not enhance the message of the web site. Some multimedia content is unrelated or unidentified. Errors in grammar, spelling, etc.
Web site is easy to navigate, has visual impact and appeal; multimedia is appropriate and interactive.	The home page's main menu effectively orients and directs viewers to section divisions and supplemental information. Links to plug-ins are clearly identified. Multimedia is interactive and communicates central points. The entry is best suited to the web site category.	The home page orients and directs viewers, though some web pages or links may be hard to find. Entry utilizes multimedia but relies on text and passive images to communicate central points; it could be more interactive.	The navigation structure does not clearly orient and direct viewers, and results in dead ends or broken links. Entry utilizes multimedia but is not interactive and does not always explain central points. Lacks effective design elements.

Clarity of Presentation EXHIBITS

Evaluation Criteria	Superior	Good	Needs Improvement
Written material is original, clear, appropriate, organized, and articulate.	Exhibit is well organized with the title, section divisions, and main message clear and easy to recognize. Photographs, images and supplemental information are appropriate in terms of content and location, and are clearly captioned and enhance the message of the exhibit.	Entry is neat and includes section divisions and main message, but they are a little hard to find initially. The entry could be improved by more focused (or fewer) images and supplemental information and clearer captions that relate to the message of the exhibit.	Entry shows evidence of organization, but section divisions and main message need to be clearer and easier to recognize. Written material may contain some errors in articulation. Labels and captions do not enhance the message of the exhibit.
Exhibit is organized, has visual impact, correctly uses maps, photos, etc.	Entry is visually effective and utilizes images and artifacts (such as maps, photos, models, etc.) to communicate central points. The overall appearance is pleasing. The entry is best suited to the exhibit category.	Entry utilizes visual display but relies on text more than visual impact to communicate central points.	Entry utilizes visual display and text but images do not always communicate central points. Entry may be cluttered, or entry is sparse and needs more visual impact

Midterm Grade Rubric Scale:

New scale:		<p>To move on to competition you must score minimally 23 out of 30 points. If you score 20 to 22 points and are interested in moving on to competition, you can rework and resubmit your project for regrading for the competition. Your first submission remains your midterm exam grade.</p>
26-30	100%	
25	96%	
24	93%	
23	90%	
22	86%	
21	83%	
20	80%	
19	76%	
18	73%	
17	70%	
16	66%	
15	63%	
14	60%	
13	56%	
12	53%	
11	50%	
10	46%	
9	43%	
8	40%	

