



NATIONAL HISTORY DAY CALIFORNIA • PROJECT RUBRIC

coincides with the NHD-CA Score Sheet

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| HISTORICAL QUALITY | Thesis (10%) | Presents a claim that synthesizes sources to demonstrate original analysis; includes a deep connection to theme. | Presents a claim that approaches synthesis but might not fully explain how evidence fits together to inform own thinking. Connection to theme may be undeveloped. | Claim might show some analysis. May describe evidence as individual points or may not explain how evidence fits together to inform own thinking. May not connect to theme beyond restatement. | Lacks a claim. Lacks strong connection to theme beyond restatement of words. |
| | Interpretation and Analysis: (10%) | Clearly connects evidence to establish interpretation. Draws meaning and significance from interpretation to create unified analysis. | Interprets evidence and groups ideas logically. May not provide significance nor unify analysis. | Provides evidence but makes limited interpretations or connections. May either rely on expert analysis or lack student analysis. | Lacks analysis to unify argument. May just report on evidence with no interpretation. May just repeat others' interpretations without support. |
| | Context (10%) | Includes events and conditions to accurately anchor topic in history. Demonstrates understanding of how historical background affected topic. | Includes most events and conditions to place topic in history. Mostly demonstrates understanding of how historical background affected topic. | Includes some events and conditions to place topic in history. Begins to demonstrate understanding of how historical background affected topic. | Does not place topic accurately within historical context. Needs to demonstrate deeper understanding of how historical background affected topic. |
| | Accuracy (10%) | Presents accurate historical record supported by appropriate breadth of facts. | Presents historical record but may have small issues with accuracy or breadth. | Several errors in either accuracy or breadth mar the presentation of historical record. | Inaccurate representation of historical record. |
| | Depth (10%) | Bibliography reflects deep research, including diverse primary and secondary sources necessary to support claim. | Bibliography mostly reflects deep research and includes some diversity in sources to support claim. May need more primary and secondary sources. May not have fully developed all areas of research. | Bibliography demonstrates limited research and needs more sources to support the claim. | Bibliography lacks sources necessary to support a claim and is not able to answer all important aspects of project. |
| | Multiple Perspectives (10%) | Includes multiple viewpoints. Incorporates different perspectives to advance argument. | More than one viewpoint is present. | Project may be overly dependent on one viewpoint. | No evidence of alternative or opposing perspectives. |
| RELATION TO THEME | Adherence to Theme (10%) | Demonstrates deep engagement with the theme as explanatory framework for evidence and analysis. | Uses theme to organize evidence. Begins to develop explanatory framework for evidence and analysis but lacks depth. | Applies theme's language without creating explanation. Does not create analysis based on theme. | Connection to theme is unclear. |
| | Historical Significance & Impact (10%) | Establishes relevance of topic to historical record. Project demonstrates significant legacy of topic and makes broad connections. | Demonstrates that topic has significant legacy. May not demonstrate relevance of topic to historical record. | Attempts to connect topic to historical record and establish significance. | Connection and significance is unclear |
| ORGANIZATION | Organization (10%) | Structures materials through segmentation and orientation to effectively guide the audience to understand claim and focus areas. | Mostly structures materials through segmentation and orientation to guide the audience and develop focus areas. | Attempts to structure organizational support for thesis through segmentation and orientation. | Lacks structure to organize materials to support thesis and does not clarify the ideas. |



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(BROKEN OUT BY CATEGORY)

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| ORGANIZATION & VISUAL IMPACT | <p>Visual Impact: POSTER</p> <p>(10%)</p> | <p>Successfully utilizes design elements to create visual impact that tells the story and enhances the argument. eg: segmentation, consistent font & color, successful use of space, May include “extras,” such as artifacts, interactive elements and eye-poppers to support the argument.</p> | <p>Mostly utilizes design elements to create visual impact that tells the story and supplements the argument. May include most of the following: segmentation, consistent font & color, successful use of space.</p> | <p>Design elements do not support argument. May not be consistent, may not connect to theme, and may not tell a story. eg: missing segmentation, missing consistent font & color, or unsuccessful use of space.</p> | <p>Lack of design elements limits understanding and clarity of argument.</p> |
| | <p>Visual Impact: EXHIBIT</p> <p>(10%)</p> | <p>Successfully utilizes design elements to create visual impact that tells the story and enhances the argument. eg: segmentation, consistent font & color, successful use of space, May include “extras,” such as artifacts, interactive elements and eye-poppers to support the argument.</p> | <p>Mostly utilizes design elements to create visual impact that tells the story and supplements the argument. May include most of the following: segmentation, consistent font & color, successful use of space.</p> | <p>Design elements do not support argument. May not be consistent, may not connect to theme, and may not tell a story. eg: missing segmentation, missing consistent font & color, or unsuccessful use of space.</p> | <p>Lack of design elements limits understanding and clarity of argument.</p> |
| | <p>Visual Impact: WEBSITE</p> <p>(10%)</p> | <p>Successfully utilizes design elements to create project that has visual impact with clear navigation. eg: consistent font & color, successful use of space. Utilizes engaging pictures, graphics, and sound or film clips to create interactive experience.</p> | <p>Mostly utilizes design elements to create project that that has visual impact with clear navigation. eg: consistent font & color, successful use of space. May include most of the following to create a mostly interactive experience: engaging pictures, graphics, and sound or film clips.</p> | <p>Design elements do not support argument. May be difficult to navigate. May not be consistent eg: missing segmentation, missing consistent font & color, or unsuccessful use of space. Instead of an interactive experience, uses lengthy or misplaced text.</p> | <p>Lack of design elements limits interactive experience. Lacks navigation system to guide viewer.</p> |
| | <p>Visual Impact: PAPER</p> <p>(10%)</p> | <p>Successfully meets writing conventions, citation rules, and consistent formatting. Demonstrates superior writing skills that engage reader.</p> | <p>Mostly meets writing conventions, citation rules, and consistent formatting. Demonstrates good writing skills with no grammatical errors.</p> | <p>Developing writing skills do not always meet writing conventions, citation rules, and consistent formatting. May have some grammatical errors.</p> | <p>Errors in writing result in a paper that lacks persuasive power and cohesion.</p> |
| | <p>Visual Impact: DOCUMENTARY</p> <p>(10%)</p> | <p>Successfully edits sound and visual elements that fluidly connects multiple sources and narration. Documentary creates high-impact visual and sound extras to support cohesive message.</p> | <p>Mostly edits sound and visual elements that fluidly connects multiple sources and narration. Technical errors do not detract from cohesive message.</p> | <p>Project does not fluidly connect multiple sources and narration. Contains technical errors that detract. May include: messy cuts, sound inconsistencies, poor narration.</p> | <p>Contains technical errors that preclude cohesive message.</p> |
| | <p>Visual Impact: PERFORMANCE</p> <p>(10%)</p> | <p>Successfully utilizes dramatic effects to construct performance that fluidly connects sources, narration, character development and props. Creates unified informative, dramatic experience. Eg: strong storytelling with character and scene development, creative backdrop, sound, images, and props.</p> | <p>Mostly utilizes dramatic effects to construct performance that connects sources, narration, character development and props. Creates dramatic experience but may lack historical connections.</p> | <p>Performance does not fluidly connect multiple sources and narration. May have lapses in memorization, lack successful use of props, or problems with script writing.</p> | <p>Performance needs greater preparation to create informative, unified experience for audience.</p> |