**History Fair Rubric**

**WEB SITES**

*\*If there is no evidence of a required element, then it is considered “not present” and results in 0 points.*

**Historical Quality –** *Maximum 60 points*

|  | **10** | **9** | **8** | **7** | **5** |
| --- | --- | --- | --- | --- | --- |
| **Excellent** | **Very Good** | **Good** | **Needs Improvement** | **Poor** |
| **Entry is historically accurate** | * Main ideas are supported by facts, which are supported by evidence (primary and secondary sources). * Entry contains no obviously inaccurate information | * Entry would be improved with more evidence. * Entry contains no obviously inaccurate information. | * Entry raises questions about the accuracy of facts. * Facts seem correct, but need to be supported by more evidence. | * Entry has accuracy issues in regards to the facts. * Facts are not adequately supported by evidence or the evidence is from questionable sources. | * Entry has clearly inaccurate information. * Entry has no evidential support from sources. |
| **Shows analysis and interpretation** | * Entry has a clear thesis that is supported by thoughtful analysis and interpretation. * Thesis acknowledges the strengths and weakness of historical evidence. | * Thesis is not clearly stated. * Entry includes more description than analysis or interpretation. | * Entry has a vague thesis and only describes people or events without analysis or interpretation. | * Entry has no clear thesis statement that adequately explains the purpose. | * Entry has no recognizable thesis statement. |
| **Places 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, i.e., the causes and consequences of an event or the relationship of a local topic to larger trends or events. | * Entry only refers to the time period and surrounding events, ideas, people, and objects, but does not show how they illustrate the political, economic, social, and cultural influences of the time. * Causes and consequence of the topic, or the relation of a local topic to a large trend, are not fully developed. | * Entry refers to the time period in non-specific ways. * Entry is only descriptive and does not analyze the topic’s causes and consequences. | * Entry is just a listing of events and people in a chronological fashion (i.e., only a timeline of a historical period). | * Entry only lists historical events with no relational context to each other or to the theme. |
| **Shows wide research** | * Varied sources (primary and secondary) are used to advance the entry’s thesis and analysis. * Interpretation and conclusions are based on solid research. | * Some variety of primary and secondary sources is used. * Interpretation and conclusions could be enriched by more sources with varied points of view. | * Sources are not diverse (i.e. mostly secondary) * Their relation to the thesis is not clear. | * Minimum amount of sources types are not referenced (i.e. not enough primary sources are used, but minimum secondary sources are used). * Sources used are questionable in reliability | * Not enough sources referenced. * Sources referenced are clearly unreliable or not permitted (i.e. Wikipedia). |
| **Uses available primary sources** | * Entry shows the creative use of a wide variety of primary sources. * Entrant understands the distinction between primary and secondary sources. | * Primary sources are few and/or sometimes confused with secondary sources. | * Entry would be improved by including available primary sources. | * Secondary sources are referenced as primary sources. | * No primary sources are referenced. |
| **Research is balanced** | * 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 as appropriate (e.g., those who suffered as well as those who benefited, males and females, people from different racial, ethnic, or socioeconomic groups). | * Entry presents and advocates one interpretation over any other. * There is little evidence or analysis of multiple points of view. | * Entry only presents one point of view when it is obvious that others exist. | * Entry offers little evidence or analysis of any points of view (i.e., just a listing of facts). | * Entry has no analysis of the topic. |

**Relation to Theme –** *Maximum 20 Points*

|  | **10** | **9** | **8** | **7** | **5** |
| --- | --- | --- | --- | --- | --- |
| **Excellent** | **Very Good** | **Good** | **Needs Improvement** | **Poor** |
| **Entry clearly relates topics to the History Day theme** | * Entry topic is closely linked to the theme. * Connection to the theme is demonstrated throughout. | * Entry is related to the theme, but would be strengthened by more links throughout. | * Entry’s relation to the theme is implied, but not clearly explained. | * Entry’s relation to the theme is weak and barely implied. | * Entry has no relation to the theme. |
| **Demonstrates significance of topic in history and draws conclusions** | * Entry demonstrates the topic’s significance in history by showing influence or impact over time. * Entry does not confuse fame with significance. * Entry has a clearly state conclusion and answers the question, “Why was this important”? | * Entry states that the topic is significant, but does not illustrate its influence or impact through evidence. * Conclusion needs more explanation to be convincing. | * Entry suggests that the theme is significant. * Entry’s conclusion is implied, not stated. | * Entry suggests that the theme is significant, but does not demonstrate its significance. * Entry does not have a conclusion. | * Entry fails to address why the theme is significant and how the topic relates to the theme. |

**Clarity of Presentation (Web Sites) –** *Maximum 20 Points*

|  | **10** | **9** | **8** | **7** | **5** |
| --- | --- | --- | --- | --- | --- |
| **Excellent** | **Very Good** | **Good** | **Needs Improvement** | **Poor** |
| **Presentation and written material are original, clear, appropriate, well 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. * Entrant has mastered the technical skills required. | * Section divisions and main message initially are hard to find. * Entry could be improved by more focused (or less) multimedia content and clearer captions that relate to the web site message. | * 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. * Entry contains some errors in grammar, spelling, etc. | * Entry shows little evidence of organization. * Captions are minimal. * Multimedia does not enhance the main topic or is distracting from the main topic. * Entry contains numerous errors in grammar, spelling, etc. | * Entry has no organization. |
| **Web site is easy to navigate and has visual impact and appeal; multimedia is appropriate and interactive** | * Home page 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. Entry is best suited to the web site category. | * Home page orients and directs viewers, although some web pages or links are hard to find. * Entry utilizes multimedia but relies on text and passive images to communicate central points. * Entry could be more interactive. | * 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 element. | * Effective navigation structure is not present. * Entry does not utilize multimedia. | * Entry cannot be explored effectively * Web site contains only text. |