		4- Superior	3- Excellent	2- Good	1- Needs Improvement
Historical Quality (60%)	Historically accurate	Main ideas are supported by facts, which are consistently supported by strong evidence (primary sources). Entry contains no obviously inaccurate information.	Main ideas are supported by facts, which are generally supported by strong evidence (primary sources). Entry contains no obviously inaccurate information.	Entry would be improved with more evidence. Entry contains few obviously inaccurate historical information.	Entry raises questions about the accuracy of facts, or facts seem correct, but are supported by little or no evidence.
	Shows analysis & interpretation • Has an obvious thesis statement • Evidence supports thesis statement	Entry has a clear and concise thesis (argument or claim). The thesis is supported by thoughtful analysis and interpretation, which acknowledges strengths and weaknesses of the historical evidence.	Entry has a mostly clear and concise thesis (argument or claim). The thesis is mostly supported by thoughtful analysis and interpretation, but could be improved with more extensive acknowledgment of the strengths and weaknesses of the historical evidence.	The thesis is not clearly stated. Entry includes more description than analysis and interpretation.	Entry has no clear thesis and only describes people or events without analysis or interpretation.
	Places topic in historical context, explains background, & short-term & long-term impacts	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, and the relationship of a local topic to larger trends or events.	Entry includes accurate and appropriate references to the time period, but may only specify some of the pertinent political, economic, social, and cultural influences. Entry may show historical perspective, the causes and consequences of an event, or the relationship of a local topic to larger trends or events, but fails to address all of these.	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. Entry is only descriptive and does not analyze the topic's causes and consequences.
	Shows wide research (books, newspapers, websites, archives, interviews, etc.)	Varied sources (primary and secondary) are used to advance the entry's thesis and analysis. Interpretation and conclusions are based on solid research.	Varied sources are used, and mostly advance the entry's thesis or analysis. Entry could be improved with more solid interpretation and conclusions.	Some variety of sources (primary and secondary) is used, but interpretation and conclusions could be enriched by more and a wider variety of sources.	The sources are not diverse (they may be mostly secondary), and their relation to the thesis is not clear.
	Uses *available* primary sources (sources from the time of the actual event)	Entry thoroughly examines the various types and varieties of primary sources available from the time.	Uses many primary sources, but may focus on a particular type of source, while leaving out others.	Uses some of the available primary sources, but obviously leaves out important and accessible sources.	Uses few of the available primary sources, or has selected a topic where sufficient primary source evidence is not available/accessible.
	Research is balanced (shows more than one perspective)	Entry adequately uses sources (both primary and secondary) to address and analyze all of the relevant perspectives and points of view.	Entry generally uses sources (both primary and secondary) to address most of the relevant perspectives., but could be improved by more thoroughly analyzing those points of view.	Entry only addresses one perspective or point of view, and may or may not incorporate analysis regarding that perspective or point of view.	Entry mentions a single perspective or point of view, but fails to analyze it.
Relation to Theme (20%)	Clearly relates topic to theme (this should be obvious in the thesis)	Entry clearly addresses the theme in their thesis and conclusion, and develops the theme with their primary source evidence throughout the entirety of their project.	Entry addresses the theme in the thesis and conclusions, and develops the theme with their primary sources through some of their project.	Entry addresses the theme in their thesis and conclusion, but not clearly and explicitly. Theme is developed minimally throughout their project.	Entry does not clearly address the theme anywhere in the project.
	Demonstrates *significance of topic in history* & draws conclusions	Entry clearly states the importance of their topic in history and supports their claims with primary source evidence. Short- and long-term impacts draw conclusions about the importance of the event.	Entry states the importance of the topic in history, and sometimes supports their claims with evidence. May draw some short- and long-term impacts.	Entry does not clearly state the importance of their topic in history, and rarely supports their claims with evidence. Entry draws few impacts.	Entry does not demonstrate the importance of their topic or draw impacts.
Clarity of Presentation (20%)	Presentation & written material original, clear, appropriate, organized, 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.	Exhibit is organized with the title, section division, and the main message clear and easy to recognize; may have minor organizational issues. Most of the photographs, images, and supplemental information support the textual material. There may be a few images, etc. without captions.	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 is visually effective and uses images and artifacts to communicate central points. Entry may be improved by diversifying the types of images and artifacts used. The overall appearance in generally pleasing. The entry is appropriate to the exhibit category.	Entry utilizes visual display but relies on text more than visual impacts 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.
Rules Compliance*	Maintains Size Requirement	YES	NO		
	Annotated Bibliography	YES	NO		
	Process Paper	YES	NO		
	500 (or less) student generated words	YES	NO		

*Note: Rules violations do not disqualify the project but may affect the ranking. The only disqualifiable offenses are plagiarism, reusing a project, and tampering with another project.

		4- Superior	3- Excellent	2- Good	1- Needs Improvement
Historical Quality (60%)	Historically accurate				
	Shows analysis & interpretation • Has an obvious thesis statement • Evidence supports thesis statement				
	Places topic in historical context, explains background, & short-term & long-term impacts				
	Shows wide research (books, newspapers, websites, archives, interviews, etc.)				
	Uses *available* primary sources (sources from the time of the actual event)				
	Research is balanced (shows more than one perspective)				
Relation to Theme (20%)	Clearly relates topic to theme (this should be obvious in the thesis)				
	Demonstrates *significance of topic in history* & draws conclusions				
Clarity of Presentation (20%)	Presentation & written material original, clear, appropriate, organized, articulate				
	Exhibit is organized, has visual impact, correctly uses maps, photos, etc.				

Rules Compliance*	Maintains Size Requirement	YES	NO
	Annotated Bibliography	YES	NO
	Process Paper	YES	NO
	500 (or less) student generated words	YES	NO

*Note: Rules violations do not disqualify the project but may affect the ranking. The only disqualifiable offenses are plagiarism and reusing a project

Rules Summary
- Size Requirements: No large than 40 inches wide, 30 inches deep, and 6 feet high (measurements from furthest edges).
- Circular or rotating exhibits must be no more than 30 inches in diameter.
- Credits of visual sources are required on the exhibit itself.
- 500 word limit applies to student generate words—images, quotes, or other primary source credits do not apply to the limit.
- Media devices can run for three minutes—Judges must be able to control.
- Materials presented in the media device are included in the word count.
- Requires a process paper and an annotated bibliography (six copies for each contest).
- Process paper title page includes student composed word count on the exhibit and process paper word count.
- Student should not dress up "in character" for the interview.
- Timelines must be cited, unless they are generated by the student.