

| | | 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 <ul style="list-style-type: none"> 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 <i>available</i> 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 <i>significance of topic in history</i> & 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 | Entry is an original dramatic portrayal of a topic. Performance combines dramatic appeal with historical accuracy and effectively uses the 10 minutes allotted. Script is clear and creative. | Entry is original, and for the most part maintains dramatic appeal throughout. Performance is generally historically accurate, with minor errors, and the script is creative and may contain only minor organizational errors. Effectively uses the 10 minutes allotted. | 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). May run slightly over or slightly under the allotted 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; props/costumes are historically accurate and an integral part of the presentation. | Entry performers have generally good stage presence; props/costumes are historically accurate, and for the most part are an integral part of the presentation. | Entry performers could improve their project by working on their stage presence; costumes/props may have minor historical inaccuracies and 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. |
| Rules Compliance* | 10 Minutes or Less | YES | NO | | |
| | Annotated Bibliography | YES | NO | | |
| | Process Paper | YES | NO | | |
| | Equipment Student Run | 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.

PERFORMANCE

HIGH SCHOOL

| | | 4- Superior | 3- Excellent | 2- Good | 1- Needs Improvement |
|--------------------------------------|---|-------------|--------------|---------|----------------------|
| Historical Quality (60%) | Historically accurate | | | | |
| | Shows analysis & interpretation <ul style="list-style-type: none"> 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 <i>available</i> 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 <i>significance of topic in history</i> & draws conclusions | | | | |
| Clarity of Presentation (20%) | Presentation andw ritten material original, clear, appropriate, organized, articulate | | | | |
| | Exhibit is organized, has visual impact, correctly uses maps, photos, etc. | | | | |
| Rules Compliance* | 10 Minutes or Less | YES | NO | | |
| | Annotated Bibliography | YES | NO | | |
| | Process Paper | YES | NO | | |
| | Equipment Student Run | 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

- Time requirements: 10 minutes or less. At the contest students get 5 minutes for set-up and 5 minutes for removal.
- Introductions include title of the entry and the name(s) of the participant(s).
- Props and sets must be set-up and managed by students; no parent or teacher interference.
- Costumes and props must me appropriate to the topic.
- Requires a process paper and an annotated bibliography (six copies of each contest).
- Process paper title page includes process paper word count.