**Classroom Assessment**

**Teachers:** The amount of work required of the student(s) participating in History Day is deserving of significant classroom credit. It is a good idea to base your classroom evaluation on the criteria utilized in History Day fairs. This evaluation will then help prepare students for these events. The following three pages are adapted and expanded versions of History Day judging forms. They are designed to allow the instructor to evaluate student work across a broad range of criteria. No assumptions are made on the method of scoring to be used in the grade boxes.

Because History Day projects are often revised as students progress through the various fairs, you may want to develop means for students to earn extra credit beyond the initial evaluation.

**Scoring Rubric**

**Historical Quality**

1. The thesis statement is clearly stated.
2. The entry is organized to support the thesis.
3. The entry is historically accurate and authentic.
4. The entry displays an analysis of historical data rather than a report of the facts.
5. The entry demonstrates an understanding of historical data.
6. The list of sources consulted (bibliography) demonstrates a wide use of secondary sources.
7. The list of sources consulted (bibliography) demonstrates a wide use of available primary sources.
8. The entry demonstrates an evaluation and critical use of available resources.
9. The entry displays an understanding of the historical context in which the topic occurred.
10. The entry attempts an original historical interpretation and analysis.
11. The historical quality is demonstrated in the finished product.

**Quality of Presentation**

1. The entry clearly identifies the theme.
2. The entry uses maps, photographs, etc., to supplement the presentation where appropriate.

3. The entry uses a satisfactory number of primary and secondary sources to fully investigate the topic.

4. The bibliography is void of errors.

5. The bibliography is annotated to show an understanding of the sources used.

6. Quotation marks set off any words, phrases, or sentences that have been copied from a source, and all quotations, documents, or pictures have been footnoted.

7. The entry is void of word errors: Misspellings, incorrect capitalization, wrong words, poor verb usage, and omission of words.

8. The entry is void of sentence errors: run-on sentences, sentence fragments, misplaced modifiers, wordiness, and awkward construction.

9. The entry is void of punctuation errors: comma, semicolon, colon, apostrophe, and quotation mark errors.

10. The entry is complete and in a final form.

**Originality**

1. The entry is original and creative.

2. The entry is well organized.

3. The entry is neat and efficient.

4. The entry is clear and precise.

5. The entry contains a literary and/or dramatic style that is attractive to the viewer.

6. The entry has a visual/dramatic effect which demonstrates completeness.

**Adherence To Theme And Rules**

1. The entry displays a clear relationship to the theme.

2. The entry meets all required written documentation.
3. The entry meets all established standards of time, space, required number of written words, etc.

4. The entry is in complete and legal form.

**In-Class Work/Participation**

1. The individual/group displayed the use of communication techniques with each other/the teacher.

2. The individual/group demonstrated a willingness to contribute his/her skills and gifts to the entry.

3. The individual/group contributed the necessary amount of time and commitment required by the entry.

4. The individual/group budgeted time and resources for the assignment.