



Judge's Rubric: PERFORMANCE

Historical Quality (60%)	Superior (10)	Excellent (8)	Good (6)	Needs Improvement (0-4)
Entry is historically accurate.	All information is accurate.	Any inaccuracies are minor.	Some inaccuracies are more significant.	There is a pattern of inaccuracy.
Shows analysis and interpretation	The thesis or argument is original and insightful, with evidence of sophisticated analysis or interpretation.	The work is focused around a clear thesis or argument that is appropriate to the task/topic.	The thesis or argument lacks a clear sense of purpose. (Instead of analyzing why, the work primarily describes "how.")	The work is <u>not</u> clearly focused around a thesis or argument, <u>or</u> the work is primarily a list or recounting of facts with little evidence of analysis or interpretation.
Places topic in historical context	The work clearly considers the broader intellectual, physical, social, and/or cultural settings <u>and</u> offers a clear sense of perspective (e.g., cause-effect or part-to-whole).	The work demonstrates a deeper understanding of the topic by explaining the relevance of the topic in terms of cause-effect or part-to-whole, for example.	The works demonstrates some awareness of the historical setting and/or offers a limited sense of perspective on the topic.	The argument relies too heavily on personal opinion or value judgments (e.g., merely pointing fingers or placing blame without considering historical context).
Shows wide research	The work meaningfully integrates evidence from a variety of types of resources that are credible and relevant to the topic.	The work consistently references evidence from a variety of types of resources that are credible and relevant to the topic.	The work references a limited variety of source material. The references to the source material lack depth or detail.	The work references evidence from the same type of source (e.g., all of the sources are Web sites), <u>or</u> the sources are not credible or relevant.
Uses available primary sources	The work meaningfully integrates evidence from primary sources to support the thesis or argument.	The work consistently references relevant primary sources.	Some or all of the references to primary sources lack depth or detail.	The work makes limited or no reference to primary sources, <u>or</u> the work references primary sources that are not relevant.
Research is balanced.	The work meaningfully integrates evidence from multiple viewpoints that are relevant to the topic.	The work consistently references multiple viewpoints that are relevant to the topic.	The work demonstrates a limited understanding of the multiple viewpoints that are related to the topic.	The work is slanted or biased and fails to effectively develop an objective understanding of the topic.



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Relation to Theme (20%)	Superior (10)	Excellent (8)	Good (6)	Needs Improvement (0-4)
Clearly relates topic to theme	The work thoroughly explores all aspects of how the topic relates to the theme.	The work mentions the theme but does not explain the significance of the topic in relation to the theme.	The work only partially explores the theme, or the audience is left to infer a connection between the topic and the theme.	There is no connection between the topic and the theme.
Demonstrates significance of topic in history and draws conclusions	The work makes a compelling case for the topic's importance in history.	The work includes a convincing explanation of how and why the topic is important in history.	The work is primarily descriptive rather than interpretive or argumentative.	The topic is not historically significant.

Clarity of Presentation (20%)	Superior (10)	Excellent (8)	Good (6)	Needs Improvement (0-4)
Presentation's written material is original, clear, appropriate, organized and articulate.	The student has chosen words carefully to convey an appropriate tone. The narration/ dialogue flows smoothly to develop important ideas in relation to the topic. The student proofreads carefully to avoid grammatical and usage errors.	The narration/ dialogue is logically organized with discernable main points and clear sections or divisions, as needed. Grammatical or usage errors are minor and do not interfere with clear communication.	The narration/ dialogue occurs throughout the performance, and most of the sections have a clear focus and purpose. Grammatical or usage errors are more numerous.	Many sections lack a clear focus or purpose. The style of the narration/ dialogue is too informal; the word choice is simplistic or repetitive. Grammatical or usage errors interfere with clear communication of ideas.
Performers show good stage presence; props and costumes are historically accurate.	The performance as a whole is refined and polished. The visual elements balance simplicity with sophisticated attention to detail. The performers convey appropriate emotions through their tone of voice, costumes, and movements, effectively drawing the audience into the performance.	The visual elements are effective and appropriate complements to the performance of the actors. The actors are audible and maintain character. The performance is appealing and accurate.	There are adequate visual elements (props and costumes and scenery), though the visuals may be sparse in some places. The actors speak their lines accurately though without emotion, resulting in a disconnect between the audience and the performance.	The visual elements are not historically accurate, or more visual elements are needed to portray the ideas clearly. The actors cannot be heard when they are speaking or do not maintain character. The performance as a whole suggests a lack of careful rehearsal.



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PERFORMANCE Rules Compliance

**For complete details, see the Category Rules section in the document titled Judging Criteria and Rules for the Performance category.*

RULES*	YES	NO	- Minor Infraction	NO	- Major Infraction	Comments
Maintains time limit for set-up (max. 5 minutes)			Exceeds time by <i>less</i> than 10 seconds		Exceed time by <i>more</i> than 10 seconds	
Maintains time limit for performance (max. 10 minutes)			Exceeds time limit by <i>less</i> than 10 seconds.		Exceed time by <i>more</i> than 10 seconds	
Maintains time limit for take-down (max. 5 minutes)			Exceeds time limit by <i>less</i> than 10 seconds.		Exceed time by <i>more</i> than 10 seconds	
Appropriate introduction (title and participants only)						
Includes process paper						
Includes annotated bibliography						
Other						



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