

Richmond Regional Heritage Fair Project Assessment Rubric

Please write your names at the bottom, use a **highlighter** to mark the category, and give a total numeric mark out of 20.

| | 1 Approaching Expectations (Minimally Satisfactory) | 2 Meets Expectations (Satisfactory) | 3 Meets Expectations (Good) | 4 Fully Meets Expectations (Very Good) | 5 Exceeds Expectations (Excellent) |
|---|---|--|--|--|---|
| Knowledge and Historical Significance (appropriate to grade level) <ul style="list-style-type: none"> Knowledge of topic. Understanding of historical significance. The chosen topic... <ul style="list-style-type: none"> Resulted in profound change or Affected the lives of many or Connection to “big picture”. | <ul style="list-style-type: none"> Limited knowledge of topic. Little or no understanding of historical significance. For example, significance is based on personal preference or a single authority, such as a family member or textbook. | <ul style="list-style-type: none"> Satisfactory knowledge of topic. Attempts to explain historical significance with some clarity, but relies on prompts to get to that level of understanding. | <ul style="list-style-type: none"> Good knowledge of topic. Good explanation of historical significance, with little to no prompts. | <ul style="list-style-type: none"> Very good knowledge of topic. Clear explanation of historical significance and some attempt at sophisticated explanation. | <ul style="list-style-type: none"> Exceptional knowledge of topic. Powerful understanding of historical significance demonstrated by a sophisticated explanation. |
| Research and Evidence (appropriate to grade level) <ul style="list-style-type: none"> Extent of research using a variety of sources. Use of primary and secondary sources to answer a focus question or develop a big idea. Analysis of sources. | <ul style="list-style-type: none"> No bibliography or less than 3 relevant and reliable sources. Only secondary sources are used. Minimal to no analysis of sources. A few sources are not cited. | <ul style="list-style-type: none"> Bibliography contains 1-2 relevant/reliable sources. Uses mainly secondary sources; may include a primary source. Some analysis of sources. Some sources are cited. | <ul style="list-style-type: none"> Bibliography contains at least 3 relevant and reliable sources. Research uses both primary and secondary sources. Good analysis of all sources to answer a focus question or develop a big idea. Many sources are cited. | <ul style="list-style-type: none"> Bibliography contains 4 or more relevant and reliable sources. Research uses many primary and secondary sources. Good analysis of all sources to answer a focus question or develop a big idea. Most sources are cited. | <ul style="list-style-type: none"> Bibliography contains 5 or more relevant and reliable sources. Extensive research using both primary and secondary sources. Thoughtful analysis of sources to answer a focus question or develop a big idea. All sources are cited. |
| Presentation (appropriate to grade level) <ul style="list-style-type: none"> Clarity of message, conclusion or big idea. Impact and creativity of presentation. Organization and layout. | <ul style="list-style-type: none"> Limited effort to organize and clearly present message, conclusion or big idea. Limited effort to use creative elements to present topic. | <ul style="list-style-type: none"> Some effort to organize and clearly present big idea and supporting information. Some attempt to use creative elements to present topic. | <ul style="list-style-type: none"> Good effort to organize and clearly present big idea and supporting information. Good use of creative elements to present topic. | <ul style="list-style-type: none"> Very good effort to organize and clearly present big ideas and supporting information. Very good use of creative elements to present topic. | <ul style="list-style-type: none"> Big idea and supporting information is clearly and thoughtfully presented and organized. Exceptional use of creative elements to present topic. It leaves a lasting impression on the viewer. |
| Interview (appropriate to grade level) <ul style="list-style-type: none"> Enthusiasm for topic. Can knowledgeably discuss chosen topic. Displays interest in history and heritage. | <ul style="list-style-type: none"> Has difficulty answering questions (like pulling teeth!). Displays little interest in or enthusiasm for topic. | <ul style="list-style-type: none"> Answers some questions knowledgeably and confidently some answers may lack clarity. Displays some interest and enthusiasm for topic. | <ul style="list-style-type: none"> Answers many questions knowledgeably, with clarity and confidence. Speaks with enthusiasm about topic. Displays clear interest in history and heritage. | <ul style="list-style-type: none"> Answers most questions knowledgeably, with clarity and confidence. Speaks enthusiastically and with some passion about topic. Displays clear interest and developing a passion for history and heritage. | <ul style="list-style-type: none"> Gives thoughtful and insightful answers to questions, with clarity and confidence. Speaks with genuine passion about topic and desire to share with others. Displays strong passion for history and heritage. |
| TOTAL: | | | | | / 20 |