| Score | Exceeds Standard  50-60 | **Meets Standard**  49-30 | **Below Standard**  38-below |
| --- | --- | --- | --- |
| \_\_\_\_\_\_\_\_/10 | Intro provides relevant outside information as historical context for theme. The thesis is historically defensible, shows complexity, and directly addresses the theme’s impact on American History between 1950 and today. | Intro provides some historical context for the theme, but may be lacking. The thesis is historically defensible, but may lack clarity or complexity. There is some attention to the theme’s impact on American History between 1950 and today. | Intro may lack historical context or provide information that is not necessarily relevant to the primary argument. Thesis is attempted but is either not historically defensible, lacks complexity, or lacks attention to the theme’s impact on American History. |
| \_\_\_\_\_\_\_\_/20 | There is a substantial amount of relevant historical specificity that directly supports the stated thesis. The evidence provided is utilized to fully and effectively substantiate the stated thesis. The project includes primary and secondary sources to enhance the viewer’s understanding of the theme within the given time period. | The group utilizes historical specificity to support the thesis. Some information may not be relevant or used appropriately to directly support the thesis. Evidence may be provided in a way that supports a historical narrative as opposed to a well-developed argument. The project includes some primary and/or secondary sources. | Historical specificity is provided, but is not directly relevant to the prompt/thesis. The project may be missing primary and/or secondary sources. Some evidence that is provided is not relevant to the primary argument or prompt. |
| \_\_\_\_\_\_\_\_/20 | Analysis demonstrates a strong understanding of the content and is used effectively to explain how the evidence proves the provided thesis. Synthesis is clearly stated. Students effectively connect their theme to two other periods prior to the Cold War and thoroughly explain how said connections demonstrate CCOT. | There is an attempt at connecting evidence to the thesis, but analysis may be weak. Synthesis is clearly stated. Students make some connections between their theme and one or two other time periods prior to the Cold War. There may be a weak attempt or no attempt at using synthesis to demonstrate CCOT. | Information is presented as a historical narrative with little to no explanation of the evidence. The project does not demonstrate an understanding of how evidence supports the thesis. Synthesis may be missing or incorrect. There is little to no attention to CCOT. |
| \_\_\_\_\_\_\_\_/10 | Final product is neat, organized, easy to understand, and reflects a great deal of time/effort. Presentation is professional and organized. All members are prepared and demonstrate confidence in their historical knowledge. It is clear that ALL members are knowledgeable about the content and enthusiastic about their theme. The presentation meets the allotted time. | Final product is neat, organized, and somewhat easy to understand. The presentation is professional and fairly organized. Most members are prepared and demonstrate adequate knowledge and understanding of the content. The presentation does not meet the allotted time (too short or too long). | Presentation is lacking professionalism and may be disorganized. Limited evidence that the team worked effectively as a group. It is clear that many members are not prepared or only understand their specified section of the project. Lacks evidence of sufficient understanding and content knowledge. |

Group members:

Theme: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Synthesis #1 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Synthesis #2 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Total points: \_\_\_\_\_\_\_\_\_/60

Other comments: