



E. K. Heritage Fair Project Assessment

Student Name(s): _____

Project: _____

	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"> o Resulted in profound change or o Affected the lives of many or o 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. • Clarity and care in display 	<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.