

Middle School CBA



History Day

How to Flow Gently from Classroom Based Assessments to National History Day Projects and Back

**For 2011, 2012 and 2013
Middle School Level**

Developed by: Thorp Teaching American History Grant
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Alignment of OSPI - Classroom Based Assessments (CBAs) and History Day Projects

	Classroom Based Assessments	History Day Projects
<p><i>*The state of Washington has approved National History Day as an assessment tool for teachers to use to meet state required social studies classroom-based assessments.*</i></p>		
Goal	Designed to help schools and districts determine whether students have met the social studies learning standards .	Assist teachers and schools in meeting educational standards by encouraging student participation in portfolio-building and outcome-based learning activities.
Objectives for Students:	<p>Employ critical thinking skills and engage students in their own individual analysis of a particular context or topic</p> <p>[Students] develop a position on an issue, event, or question,</p> <p>include background on the issue, event, or question, provide reasons and evidence for the position, and</p> <p>cite sources used to develop and support the position.</p> <p>Students present their work in a cohesive paper or presentation</p> <p>Teachers can target important reading and writing standards in their instruction</p>	<p>Develop critical thinking and problem-solving skills that will help students manage and use information effectively now and in the future</p> <p>Students work with and analyze historical documents and other primary source material</p> <p>Students provide analysis and interpretation of historical data in addition to an accurate description.</p> <p>Students reflect historical perspective--the causes and consequences of an event, or the relationship of a local topic to larger events</p> <p>The entry should have a strong thesis or argument.</p> <p>Students demonstrate an understanding of the historical context--the intellectual, physical, social, and cultural setting of the topic.</p> <p>The annotated bibliography demonstrates solid research.</p> <p>Students express themselves creatively through presentations of historical topics in various formats</p> <p>Develop student research and reading skills and to refine student presentation skills in writing, visual projects and performances</p>

Options for Alignment of OSPI - Classroom Based Assessments (CBAs) and History Day Projects, by Theme

<u>History Day Theme</u>		Middle School CBAs	High School CBAs
2011	<i>Diplomacy and Dialogue in History: Successes, Failures, Consequences</i>	<p>Civics, “International Relations” or “Constitutional Issues”</p> <p>History, “Causes of Conflict”</p> <p>Economics, “International Relations”</p>	<p>Civics, “US Foreign Policy”</p> <p>History, “Causes of Conflict”</p> <p>Economics, “Government Revenue and Responsibility”</p>
2012	<i>Revolution, Reaction, Reform in History</i>	<p>Civics, “Checks and Balances” or “Constitutional Issues”</p> <p>History, “Enduring Cultures” or “Causes of Conflict”</p> <p>Geography, “People on the Move”</p> <p>Economics, “Meeting Needs and Wants” or “International Relations”</p>	<p>Civics, “Constitutional Issues”</p> <p>History, “Cultural Interactions”</p> <p>Geography, “Cultural Interactions”</p> <p>Economics, “Causes of Conflict”</p>
2013	<i>Turning Points in History: People, Ideas, Events</i>	<p>Civics, “Checks and Balances”, “International Relations” or “Constitutional Issues”</p> <p>History, “Enduring Cultures”, “Why History?”, “Causes of Conflict” or “Dig Deep”</p> <p>Geography, “People on the Move” or “Humans and the Environment”</p> <p>Economics, “Meeting Needs and Wants” or “International Relations”</p>	<p>Civics, “Checks and Balances”, “US Foreign Policy”, or “Constitutional Issues”</p> <p>History, “Technology Through the Ages”, “Cultural Interactions”, “Causes of Conflict”, or “Dig Deep”</p> <p>Geography, “Cultural Interactions” or “Humans and the Environment”</p> <p>Economics, “Government Revenue and Responsibility” or “Causes of Conflict”</p>

Important considerations for Planning to Bridge—items that may not be obvious at first glance.

History Day Projects	Classroom Based Assessments
Performance Projects	A Performance CBA must be supported in one of two ways: <ul style="list-style-type: none"> • A written paper or script that contains all the rubric elements OR • A videotape of the performance, which can be used for scoring the rubric.
Poster Board (Also Documentary and Website projects)	All elements of the rubric must be contained on the board in writing in order to be scored. In other words, the Poster Board must stand alone in the same way a CBA paper stands alone. (Citations may be separate.)
Scoring elements: Text is clear, grammatical, correct spelling Maintains length requirement	Conventions, organization, and style are not formally evaluated when using the CBA rubric to determine proficiency. However, OSPI recommends that teachers use a separate writing rubric to supplement the scoring of responses to the CBAs.

ACCURACY RUBRIC

The Accuracy Rubric is an often forgotten underlying rubric that applies to all parts of all CBA rubrics as it addresses the accuracy of the content of a CBA. It shows how to score responses that appear to meet a rubric (e.g. gives 2 examples) but contain some errors or inaccuracies (e.g. wrong date, wrong location, errors in citation).

From the OSPI website: For a response to earn any credit, the information provided for a particular criterion must be accurate. The following is the supplemental criterion to be used in conjunction with the CBA rubric when the response contains inaccuracies. (This rubric indicates the maximum score possible for any CBA rubric element if inaccuracies exist.)

4 - Excellent	3 - Proficient	2 - Partial	1 - Minimal
The response contains no inaccuracies.	The response contains a few minor inaccuracies that do not contradict or weaken the overall response.	The response contains several minor inaccuracies or one or more major inaccuracies that contradict or weaken the overall response.	The response is largely inaccurate.

Alignment of Middle School International Relations CBA Rubric and History Day Scoring

GLE (EALR)	CBA Rubric (Level 3-Proficient)	History Day		
<p>5.4.1 Analyzes multiple factors, generalizes and connects past to present to formulate a thesis in a paper or presentation.</p> <p>1.3.1 Analyzes how international agreements have affected Washington State in the past or present.</p> <p>2.2.2 Understand and analyze how the forces of supply and demand affect international trade in Washington State.</p>	<p>States a position on the effects of international relations on the community.</p> <p>Provides background on the position by:</p> <ul style="list-style-type: none"> ▪ Describing two stakeholders involved in an international agreement or policy related to the product, service, or natural resource and analyzing how they are affected by this involvement. <p>Provides reasons for the position supported by evidence.</p> <p>The evidence includes:</p> <ul style="list-style-type: none"> • An analysis of how a specific international agreement or policy has affected the buying, selling, or use of the product, service, or natural resource with one example. <p>AND</p> <ul style="list-style-type: none"> • An explanation of how the forces of supply and demand influenced the buying, selling, or use of the product, service, or natural resource. 	<p>Clearly relates topic to theme.</p> <p>Places topic in historical context.</p> <p>Research is balanced.</p>	<p>Paper is clear and organized.</p>	
<p>5.4.2. Creates annotated bibliography, or works cited page using an appropriate format. (7th Grade) (EALR 5.4. Creates a product...)</p>	<p>Makes explicit references within the paper or presentation to three credible sources that provide relevant information.</p> <p>Cites sources within the paper, presentation, or bibliography.</p>	<p>Shows wide research. Uses available primary sources.</p> <p>Includes annotated bibliography.</p>		
	<p>Accuracy rubric</p>	<p>Entry is historically accurate.</p>		
	<p>(These may be added as options to rubric, but should <u>not</u> be scored for determining proficiency.)</p>	<p>Text is clear, grammatical, correct spelling. Maintains length requirement.</p>		

Alignment of Middle School Constitutional Issues CBA Rubric and History Day Scoring

GLE (EALR)	CBA Rubric (Level 3-Proficient)	History Day Judging Criteria (Excellent)	
1.4.1. Analyzes how a position on an issue attempts to balance individual rights and the common good. (8th Grade) (EALR 1.4. Understands civic involvement) 1.1.1. Understands key ideals and principles outlined in the Declaration of Independence... and the U.S. Constitution... (8th Grade) (EALR 1.1. Understands key ideals and principles...)	States a position on the issue that considers both individual rights and the common good.	Shows analysis and interpretation. Research is balanced.	Paper is clear and organized.
	Provides background on the issue by describing: <ul style="list-style-type: none"> • what the issue is • who is involved in the issue • why this issue is important. 	Places topic in historical context.	
1.1.2. Evaluates...how key ideals and constitutional principles set forth in fundamental documents relate to public issues. (8th Grade) (EALR 1.1. Understands key ideals and principles...) 5.4.1. Uses sources within the body of the work to support positions in a paper or presentation. (8th Grade) (EALR 5.4. Creates a product...)	Provides reason(s) for the position supported by evidence. The evidence includes: <ul style="list-style-type: none"> • An explanation of how a constitutional principle logically supports the position on the issue AND <ul style="list-style-type: none"> • An explanation of how one additional piece of credible information logically supports the position on the issue. 	Clearly relates topic to theme. Demonstrates significance and draws conclusions.	
5.4.2. Uses appropriate format to cite sources within an essay. (8th Grade) (EALR 5.4. Creates a product...) 5.2.2. Evaluates the logic of positions in primary and secondary sources to interpret an issue or historical event. (8th Grade) (EALR 5.2. Uses inquiry-based research.)	Makes explicit references within the paper or presentation to three credible sources that provide relevant information. Cites sources within the paper, presentation, or bibliography.	Shows wide research. Uses available primary sources. Includes annotated bibliography.	
	Accuracy rubric	Entry is historically accurate.	
	(These may be added as options to rubric, but should <u>not</u> be scored for determining proficiency.)	Text is clear, grammatical, correct spelling. Maintains length requirement.	

Alignment of Middle School Causes of Conflict CBA Rubric and History Day Scoring

GLE (EALR)	CBA Rubric (Level 3-Proficient)	History Day Judging Criteria (Excellent)	
<p>4.3.2. Analyzes multiple causal factors that shape major events in Washington State and world history. (7th Grade) (EALR 4.3. Understands that there are multiple perspectives and interpretations of historical events.)</p> <p>5.4.1. Analyzes multiple factors, makes generalizations, and interprets primary sources to formulate a thesis in a paper or presentation. (7th Grade) (EALR 5.4. Creates a product...)</p>	States a position on the main causes of a conflict.	Shows analysis and interpretation. Demonstrates significance and draws conclusions.	Paper is clear and organized.
	Provides background on the position by describing three of the following: <ul style="list-style-type: none"> • who was involved in the conflict, • what the conflict was, • when the conflict took place, and • where the conflict took place. 	Places topic in historical context.	
	Provides background on the causes of the conflict by explaining two factors that helped cause the conflict.	Research is balanced.	
	Provides reasons for the position supported by evidence. The evidence includes: <ul style="list-style-type: none"> • An evaluation of why at least one factor is more important than others OR • An analysis of how the conflict may not have occurred if not for one of the main causal factors. 	Clearly relates topic to theme.	
<p>5.4.2. Creates annotated bibliography, or works cited page using an appropriate format. (7th Grade) (EALR 5.4. Creates a product...)</p>	<p>Makes explicit references within the paper or presentation to three credible sources that provide relevant information.</p> <p>Cites sources within the paper, presentation, or bibliography.</p>	<p>Shows wide research. Uses available primary sources.</p> <p>Includes annotated bibliography.</p>	
	Accuracy rubric	Entry is historically accurate.	
	(These may be added as options to rubric, but should <u>not</u> be scored for determining proficiency.)	Text is clear, grammatical, correct spelling. Maintains length requirement.	

Alignment of Middle School Checks and Balances CBA Rubric and History Day Scoring

GLE (EALR)	CBA Rubric (Level 3-Proficient)	History Day Judging Criteria (Excellent)	
<p>1.2.2 Evaluates the effectiveness of the system of checks and balances in the United States based on a historical event (1776 – 1900). (8th Grade) (EALR 1.2. Understands the purposes, organization, and function of governments, laws and political systems.)</p> <p>5.4.1 Uses sources within the body of the work to support positions in a paper or presentation. (8th Grade) (EALR 5.4. Creates a product.)</p>	<p>States a position that evaluates whether the system of checks and balances worked during the event by:</p> <ul style="list-style-type: none"> • evaluating whether it prevented one branch from exercising too much power. 	<p>Shows analysis and interpretation. Clearly relates topic to theme. Demonstrates significance and draws conclusions.</p>	<p>Paper is clear and organized.</p>
<p>1.2.1. Understands and analyzes the structure and powers of government at the national level. (8th Grade)</p> <p>1.2.1. Understands and analyzes the structure, organization, and powers of government at the local, state, and tribal levels. (7th Grade) (EALR 1.2. Understands the purposes, organization, and function of governments, laws and political systems.)</p>	<p>Provides background on the event by:</p> <ul style="list-style-type: none"> • Describing the event and • Explaining how branches of government exercised constitutional powers during this event with two examples. 	<p>Places topic in historical context.</p>	
	<p>Provides reason(s) for the position supported by evidence. The evidence includes:</p> <ul style="list-style-type: none"> • An explanation of how one branch checked or logically could have checked another with two examples. 	<p>Research is balanced.</p>	
<p>5.4.2. Uses appropriate format to cite sources within an essay. (8th Grade) (EALR 5.4. Creates a product.)</p> <p>5.2.2. Evaluates the logic of positions in primary and secondary sources to interpret an issue or historical event. (8th Grade) (EALR 5.2. Uses inquiry-based research.)</p>	<p>Makes explicit references within the paper or presentation to three credible sources that provide relevant information.</p> <p>Cites sources within the paper, presentation, or bibliography.</p>	<p>Shows wide research. Uses available primary sources.</p> <p>Includes annotated bibliography.</p>	
	<p>Accuracy rubric</p>	<p>Entry is historically accurate.</p>	
	<p>(These may be added as options to rubric, but should <u>not</u> be scored for determining proficiency.)</p>	<p>Text is clear, grammatical, correct spelling. Maintains length requirement.</p>	

Alignment of Middle School Enduring Cultures CBA Rubric and History Day Scoring

GLE (EALR)	CBA Rubric (Level 3-Proficient)	History Day Judging Criteria (Excellent)	
5.4.1 Analyzes multiple factors, generalizes and connects past to present to formulate a thesis in a paper or presentation.	States a position on how two groups responded to challenge(s) that: <ul style="list-style-type: none"> • Analyzes how the two groups' responses are similar or different. 	Shows analysis and interpretation. Clearly relates topic to theme. Demonstrates significance and draws conclusions.	Paper is clear and organized.
4.2.2 Understands and analyzes how cultures and cultural groups contributed to world history.	Provides background on the position by: <ul style="list-style-type: none"> • Explaining how the two groups responded to a similar challenge with two examples (at least one example for each group). 	Places topic in historical context.	
	Provides reason(s) for the position supported by evidence. The evidence includes: <ul style="list-style-type: none"> • An analysis of one significant similarity and/or difference related to their responses to the challenge(s). 	Shows analysis and interpretation. Research is balanced.	
5.4.2. Creates annotated bibliography, or works cited page using an appropriate format. (7th Grade) (EALR 5.4. Creates a product...)	Makes explicit references within the paper or presentation to three credible sources that provide relevant information. Cites sources within the paper, presentation, or bibliography.	Shows wide research. Uses available primary sources. Includes annotated bibliography.	
	Accuracy rubric	Entry is historically accurate.	
	(These may be added as options to rubric, but should <u>not</u> be scored for determining proficiency.)	Text is clear, grammatical, correct spelling. Maintains length requirement.	

Alignment of Middle School People on the Move CBA Rubric and History Day Scoring

GLE (EALR)	CBA Rubric (Level 3-Proficient)	History Day Judging Criteria (Excellent)	
5.4.1. Analyzes multiple factors, generalizes and connects past to present to formulate a thesis in a paper or presentation. (7th Grade) (EALR 5.4. Creates a product...)	States a position on the main factors that cause people to move.	Clearly relates topic to theme. Demonstrates significance and draws conclusions.	Paper is clear and organized.
3.2.3. Understands the geographic factors that influence the movement of groups of people.	Provides background on the position by: <ul style="list-style-type: none"> • Explaining two geographic factors relating to the movement of the groups with at least one factor per group. 	Shows analysis and interpretation.	
2.1.1. Analyzes examples of how groups and individuals make economic choices.	Provides background on the position by: <ul style="list-style-type: none"> • Explaining two economic factors relating to the movement of the groups with at least one factor per group. 	Places topic in historical context.	
	Provides reasons for the position supported by evidence. The evidence includes: <ul style="list-style-type: none"> • An analysis of one significant similarity and/or difference related to the economic and geographic factors affecting the movement of each group. 	Research is balanced.	
5.4.2. Creates annotated bibliography, or works cited page using an appropriate format. (7th Grade) (EALR 5.4. Creates a product...)	Makes explicit references within the paper or presentation to three credible sources that provide relevant information. Cites sources within the paper, presentation, or bibliography.	Shows wide research. Uses available primary sources. Includes annotated bibliography.	
	Accuracy rubric	Entry is historically accurate.	
	(These may be added as options to rubric, but should <u>not</u> be scored for determining proficiency.)	Text is clear, grammatical, correct spelling. Maintains length requirement.	

Alignment of Middle School Meeting Needs and Wants CBA Rubric and History Day Scoring

GLE (EALR)	CBA Rubric (Level 3-Proficient)	History Day Judging Criteria (Excellent)	
<p>5.4.1. Analyzes multiple factors, generalizes and connects past to present to formulate a thesis in a paper or presentation.</p> <p>2.2.1. Understands the production, distribution, and consumption of goods, services, and resources.</p>	<p>States a position on how two groups met their needs and wants that includes:</p> <ul style="list-style-type: none"> • An analysis of how the two groups' approaches are similar or different. 	Shows analysis and interpretation.	
	<p>Provides background on the position by:</p> <ul style="list-style-type: none"> • Explaining how both groups' rights, values, and/or beliefs have affected their economic choices with two specific examples (at least one example for each group). 	<p>Places topic in historical context.</p> <p>Clearly relates topic to theme.</p> <p>Demonstrates significance and draws conclusions.</p>	
	<p>Provides reasons for the position supported by evidence.</p> <p>The evidence includes:</p> <ul style="list-style-type: none"> • An analysis of one significant similarity and/or difference related to their ways of meeting their needs and wants. 	Research is balanced.	
<p>5.4.2. Creates annotated bibliography, or works cited page using an appropriate format. (7th Grade) (EALR 5.4. Creates a product...)</p>	<p>Makes explicit references within the paper or presentation to three credible sources that provide relevant information.</p> <p>Cites sources within the paper, presentation, or bibliography.</p>	<p>Shows wide research.</p> <p>Uses available primary sources.</p> <p>Includes annotated bibliography.</p>	
	Accuracy rubric	Entry is historically accurate.	
	(These may be added as options to rubric, but should <u>not</u> be scored for determining proficiency.)	Text is clear, grammatical, correct spelling. Maintains length requirement.	

Alignment of Middle School Why History? CBA Rubric and History Day Scoring

GLE (EALR)	CBA Rubric (Level 3-Proficient)	History Day Judging Criteria (Excellent)	
<p>5.4.1 Analyzes multiple factors, generalizes and connects past to present to formulate a thesis in a paper or presentation</p> <p>4.4.1 Analyzes how a historical event helps us to understand a current issue.</p>	<p>States a position on how examining history helps us understand a current event or issue.</p>	<p>Shows analysis and interpretation.</p> <p>Clearly relates topic to theme.</p>	<p>Paper is clear and organized.</p>
<p>4.4.1 Analyzes how a historical event helps us to understand a current issue.</p>	<p>Provides reasons for the position supported by evidence.</p> <p>The evidence includes:</p> <ul style="list-style-type: none"> An analysis of how two historical events relate to the understanding of a current issue. 	<p>Places topic in historical context.</p> <p>Demonstrates significance and draws conclusions.</p>	
<p>5.4.2. Creates annotated bibliography, or works cited page using an appropriate format. (7th Grade) (EALR 5.4. Creates a product...)</p>	<p>Makes explicit references within the paper or presentation to three credible sources that provide relevant information.</p> <p>Cites sources within the paper, presentation, or bibliography.</p>	<p>Shows wide research. Uses available primary sources. Research is balanced.</p> <p>Includes annotated bibliography.</p>	
	<p>Accuracy rubric</p>	<p>Entry is historically accurate.</p>	
	<p>(These may be added as options to rubric, but should <u>not</u> be scored for determining proficiency.)</p>	<p>Text is clear, grammatical, correct spelling. Maintains length requirement.</p>	

Alignment of Middle School *Dig Deep* CBA Rubric and History Day Scoring

GLE (EALR)	CBA Rubric (Level 3-Proficient)	History Day Judging Criteria (Excellent)	
<p>4.3.1. Analyzes and interprets historical materials from a variety of perspectives in Washington state and world history. (7th Grade) (EALR 4.3. Understands that there are multiple perspectives and interpretations of historical events.)</p> <p>5.2.1. Creates and uses research questions to guide inquiry on social studies issues and historical events. (7th Grade) (EALR 5.2. Uses inquiry-based research.)</p> <p>5.4.1. Analyzes multiple factors, makes generalizations, and interprets primary sources to formulate a thesis in a paper or presentation. (7th Grade) (EALR 5.4. Creates a product...)</p>	<ul style="list-style-type: none"> • Develops a historical question. • States a position on the question. <p>Provides one or more reasons for the position supported by evidence. The evidence includes:</p> <ul style="list-style-type: none"> • An explanation of how two primary sources support the reason(s). <p>Provides evidence for the position using one of the following social science perspectives:</p> <ul style="list-style-type: none"> • geographic • cultural • political • economic • sociological • psychological. 	<p>Shows analysis and interpretation.</p> <p>Clearly relates topic to theme.</p> <p>Research is balanced.</p> <p>Demonstrates significance and draws conclusions.</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Places topic in historical context.</p> <p>Demonstrates significance and draws conclusions.</p> <p>Paper is clear and organized.</p>
<p>5.4.2. Creates annotated bibliography, or works cited page using an appropriate format. (7th Grade) (EALR 5.4. Creates a product...)</p>	<p>Makes explicit references within the paper or presentation to three credible sources that provide relevant information.</p> <p>Cites sources within the paper, presentation, or bibliography.</p>	<p>Shows wide research. Uses available primary sources.</p> <p>Includes annotated bibliography.</p>	
	Accuracy rubric	Entry is historically accurate.	
	(These may be added as options to rubric, but should <u>not</u> be scored for determining proficiency.)	Text is clear, grammatical, correct spelling. Maintains length requirement.	

Alignment of Middle School Humans and the Environment CBA Rubric and History Day Scoring

GLE (EALR)	CBA Rubric (Level 3-Proficient)	History Day Judging Criteria (Excellent)	
5.4.1. Analyzes multiple factors, generalizes and connects past to present to formulate a thesis in a paper or presentation. 3.2.1. Understands how human actions modify the environment and how the environment affects humans in Washington State and world history	States a position on two groups' uses of the environment that includes: <ul style="list-style-type: none"> • An analysis of how the two groups' uses are similar or different. 	Shows analysis and interpretation. Clearly relates topic to theme.	Paper is clear and organized.
3.2.1. Understands how human actions modify the environment and how the environment affects humans in Washington State and world history.	Provides background on the position by: <ul style="list-style-type: none"> • Explaining one plausible alternative to the groups' uses of the environment that addresses costs and benefits. 	Research is balanced.	
	Provides reasons for the position supported by evidence. The evidence includes: <ul style="list-style-type: none"> • An analysis of one significant similarity and/or difference related to groups' uses of the environment. 	Places topic in historical context. Demonstrates significance and draws conclusions.	
5.4.2. Creates annotated bibliography or works cited page using an appropriate format. (7th Grade) (EALR 5.4. Creates a product...)	Makes explicit references within the paper or presentation to three credible sources that provide relevant information. Cites sources within the paper, presentation, or bibliography.	Shows wide research. Uses available primary sources. Includes annotated bibliography.	
	Accuracy rubric	Entry is historically accurate.	
	(These may be added as options to rubric, but should <u>not</u> be scored for determining proficiency.)	Text is clear, grammatical, correct spelling. Maintains length requirement.	