

High School CBA



Bridge to

History Day

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

**For 2011, 2012 and 2013
High 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Students work with and analyze historical documents and other primary source material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 High School US Foreign Policy CBA Rubric and History Day Scoring

GLE (EALR)	CBA Rubric (Level 3-Proficient)	History Day Judging Criteria (Excellent)	
5.4.1 Evaluates and interprets other points of view on an issue within a paper or presentation. (11th Grade) (EALR 5.4. Creates a product...)	States a position on the effectiveness of the chosen foreign policy that outlines reasons in support of the question.	Shows analysis and interpretation. Clearly relates topic to theme.	Paper is clear and organized.
1.3.1 Analyzes and evaluates the causes and effects of US foreign policy on people in the United States and across the world (1890-present).	Provides reasons for the position supported by evidence. The evidence includes: An analysis of why the policy was implemented for national and/or international interests from two of the following social science perspectives: <ul style="list-style-type: none"> • geographic • cultural • political • economic • sociological • psychological 	Places topic in historical context.	
	Provides reasons for the position supported by evidence. The evidence includes an analysis of the effects of the policy including a discussion of: <ul style="list-style-type: none"> • how the policy affected stakeholders in the United States AND • how the policy imposed costs OR provided benefits for other nations. 	Research is balanced. Demonstrates significance and draws conclusions.	
5.4.2. Creates strategies to avoid plagiarism and respects intellectual property when developing a paper or presentation. (10th Grade) (EALR 5.4. Creates a product...) 5.2.2 Evaluates the validity, reliability, and credibility of sources when researching an issue or event.	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 High School Causes of Conflict CBA Rubric and History Day Scoring

GLE (EALR)	CBA Rubric (Level 3-Proficient)	History Day Judging Criteria (Excellent)		
4.3.1. Analyzes and interprets historical materials from a variety of perspectives in world history (1450 – present). (9th/10th Grade) (EALR 4.3. Understands that there are multiple perspectives and interpretations of historical events.)	States a position on which factor played a primary role in causing the conflict AND Finds similarities between this conflict and current conflicts.	Shows analysis and interpretation. Places topic in historical context. Clearly relates topic to theme.	Paper is clear and organized.	
4.3.2. Analyzes the multiple causal factors of conflicts in world history (1450 – present). (9th/10th Grade) (EALR 4.3. Understands that there are multiple perspectives and interpretations of historical events.) 5.4.1. Evaluates multiple reasons or factors to develop a position a paper or presentation. (9th/10th 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 evaluation of factors causing the conflict from two of the following social science perspectives: <ul style="list-style-type: none"> ○ geographic ○ political ○ economic ○ cultural ○ sociological ○ psychological 	Research is balanced.		Demonstrates significance and draws conclusions.
	Provides reason(s) for the position supported by evidence. The evidence includes: <ul style="list-style-type: none"> • An analysis of specific, relevant information from two primary sources. 	Uses available primary sources.		
5.4.2. Creates strategies to avoid plagiarism and respects intellectual property when developing a paper or presentation. (10th Grade) (EALR 5.4. Creates a product...) 5.2.2. Evaluate the validity, reliability, and credibility of sources while researching an issue or event.	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. 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 High School Government Revenue & Responsibility CBA Rubric and History Day Scoring

GLE (EALR)	CBA Rubric (Level 3-Proficient)	History Day Judging Criteria (Excellent)	
5.4.1 Evaluates positions and evidence to make own decisions in a paper or presentation. 2.3.1 Evaluates the costs and benefits of governmental fiscal and monetary policies.	States a position evaluating the government collection of revenue and expenditures related to a policy or program that includes: <ul style="list-style-type: none"> • A conclusion about how studying this policy of program helps us understand other policies or programs. 	Shows analysis and interpretation. Clearly relates topic to theme. Demonstrates significance and draws conclusions.	Paper is clear and organized.
1.2.4 Understands and evaluates how political systems in the United States operate.	Provides reason(s) for the position supported by evidence. The evidence includes: <ul style="list-style-type: none"> • a general overview of the program. • an analysis of how stakeholders have influenced or attempted to influence the government revenue collection and expenditure related to this policy/program with two examples. 	Places topic in historical context.	
2.3.1 Evaluates the costs and benefits of governmental fiscal and monetary policies.	The evidence includes: <ul style="list-style-type: none"> • An explanation of who pays for and who benefits from the collection of revenue and expenditures related to the policy/program with two representative examples (at least one example of each). 	Research is balanced.	
5.4.2. 5.4.2. Creates strategies to avoid plagiarism and respects intellectual property when developing a paper or presentation. (10th Grade) (EALR 5.4. Creates a product...) 5.2.2 Evaluates the validity, reliability, and credibility of sources when researching an issue or event. (EALR 5.4. 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 High 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 and evaluates ways of influencing local, state, and national governments to preserve individual rights and promote the common good. (11th Grade) (EALR 1.4. Understands civic involvement)	States a position on the issue that <ul style="list-style-type: none"> • evaluates or considers the interaction between individual rights and the common good AND <ul style="list-style-type: none"> • includes an analysis of how to advocate for this position 	Shows analysis and interpretation.	Demonstrates significance and draws conclusions.	Paper is clear and organized.
1.1.1. Analyzes and evaluates the ways in which the U.S. Constitution and other fundamental documents promote key ideals and principles. (11th Grade) (EALR 1.1. Understands key ideals and principles...)	Provides reason(s) for the position supported by evidence. The evidence includes: <ul style="list-style-type: none"> • an analysis of how the Constitution promotes one specific ideal or principle logically connected to the issue; 	Clearly relates topic to theme.		
1.1.2. Evaluates how well court decisions and government policies have upheld democratic ideals and principles in the United States. (11th Grade) (EALR 1.1. Understands key ideals and principles...)	The evidence for the position includes: <ul style="list-style-type: none"> • an evaluation of how well a court case OR a government policy upheld a constitutional principle related to the issue. 	Places topic in historical context.		
5.4.1. Evaluates and interprets other points of view on an issue within a paper or presentation. (EALR 5.4. Creates a product...)	The evidence includes: <ul style="list-style-type: none"> • a fair interpretation of a position on the issue that contrasts with the student's own. 	Research is balanced.		
5.4.2. Creates strategies to avoid plagiarism and respects intellectual property when developing a paper or presentation. (10th 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.		
5.2.2. Evaluates the validity, reliability and credibility of				<i>(Cont'd.)</i>

sources when researching an issue or event. (11th Grade) (EALR 5.2. Uses inquiry-based research.)		
	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 High School Cultural Interactions CBA Rubric and History Day Scoring

GLE (EALR)	CBA Rubric (Level 3-Proficient)	History Day Judging Criteria (Excellent)	
<p>5.4.1. Evaluates positions and evidence to make own decisions in a paper or presentation.</p> <p>2.2.1. Analyzes and evaluates the advantages and disadvantages of different economic systems for countries and groups of people.</p>	<p>States a position on why a cultural group fared better in one region over another.</p> <p>Provides reasons for the position supported by evidence. The evidence for the position includes:</p> <ul style="list-style-type: none"> • A comparison of the cultural group’s economic success in each region/country with one similarity or difference. 	<p>Shows analysis and interpretation.</p> <p>Clearly relates topic to theme.</p>	<p>Paper is clear and organized.</p> <p>Research is balanced.</p>
<p>3.2.2. Analyzes the social and political factors affection cultural interactions.</p>	<p>Provides reasons for the position supported by evidence. The evidence for the position includes:</p> <ul style="list-style-type: none"> • A comparison of the cultural group’s political status in each region/country with one similarity or difference. <p>Provides reasons for the position supported by evidence. The evidence for the position includes:</p> <ul style="list-style-type: none"> • A comparison of the cultural group’s social conditions in each region/country with one similarity or difference. 	<p>Places topic in historical context.</p> <p>Demonstrates significance and draws conclusions.</p>	
<p>5.4.2. Creates strategies to avoid plagiarism and respects intellectual property when developing a paper or presentation. (10th Grade) (EALR 5.4. Creates a product.)</p> <p>5.2.2. Evaluates the validity, reliability, and credibility of sources when researching an issue or event.</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 High 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 during a particular presidential administration, Supreme Court, or Congress. (11th Grade) (EALR 1.2. Understands the purposes, organization, and function of governments, laws and political systems.)</p> <p>5.4.1. Evaluates and interprets other points of view on an issue within a paper or presentation. (EALR 5.4. Creates a product...)</p>	<p>States a position that evaluates whether the system of checks and balances worked during a particular administration, court, or congress/legislature/local council 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.</p> <p>Demonstrates significance and draws conclusions.</p>	<p>Paper is clear and organized.</p>
<p>1.2.2. Evaluates the effectiveness of the system of checks and balances during a particular presidential administration, Supreme Court, or Congress. (11th Grade) (EALR 1.2. Understands the purposes, organization, and function of governments, laws and political systems.)</p>	<p>Provides background on the administration, court, or congress/legislature by:</p> <ul style="list-style-type: none"> • Describing the administration, court, or congress/legislature and • Explaining how one branch checked or could have checked another during this time with two examples. 	<p>Places topic in historical context.</p>	
	<p>Provides reason(s) for the position supported by evidence.</p> <p>The evidence includes:</p> <ul style="list-style-type: none"> • An evaluation of whether one branch increased its power during this administration, court, or congress/legislature relative to another with two examples. 	<p>Research is balanced.</p>	
<p>5.4.2. Creates strategies to avoid plagiarism and respects intellectual property when developing a paper or presentation. (10th 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</p>	<p>Shows wide research. Uses available primary sources.</p> <p>Includes annotated bibliography. <i>(Cont'd.)</i></p>	

5.2.2. Evaluates the validity, reliability and credibility of sources when researching an issue or historical event in the United States. (11th Grade) (EALR 5.2. Uses inquiry-based research.)	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 High School Technology Through the Ages CBA Rubric and History Day Scoring

GLE (EALR)	CBA Rubric (Level 3-Proficient)	History Day Judging Criteria (Excellent)	
5.4.1. Evaluates and interprets other points of view on an issue within a paper or presentation. 4.2.3. Analyzes and evaluates how technology and ideas have shaped world history (1450-present).	States a position on a historical question about the effects of a significant idea or technological development that outlines a reason(s) in support of the position.	Shows analysis and interpretation. Places topic in historical context.	Paper is clear and organized.
4.2.3. Analyzes and evaluates how technology and ideas have shaped world history (1450-present).	Provides evidence for the position using two of the following social science perspectives: <ul style="list-style-type: none"> • geographic • cultural • political • economic • sociological • psychological. 	Demonstrates significance and draws conclusions.	
5.2.2. Evaluates the validity, reliability, and credibility of sources when researching an issue or event. 4.3.1. Analyzes and interprets historical materials from a variety of perspectives in world history (1450-present).	Provides one or more reasons for the position supported by evidence. The evidence includes: <ul style="list-style-type: none"> • an evaluation of how well three sources support the reasons including primary AND secondary sources. 	Clearly relates topic to theme. Research is balanced.	
5.2.2. Evaluates the validity, reliability, and credibility of sources when researching an issue or event. (11th Grade) (EALR 5.2. Uses inquiry-based research.) 5.4.2. Creates strategies to avoid plagiarism and respects intellectual property when developing a paper or presentation. (10th 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 High 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 differing interpretations of events in US history (1890-present). (11th Grade) (EALR 4.3. Understands that there are multiple perspectives and interpretations of historical events.)</p> <p>5.2.1. Evaluates and revises research questions to refine inquiry on an issue or event. (11th Grade) 5.2.2. Evaluates the validity, reliability, and credibility of sources when researching an issue or event. (11th Grade) (EALR 5.2. Uses inquiry-based research.)</p> <p>5.4.1. Evaluates and interprets other points of view on an issue within a paper or presentation. (11th Grade) (EALR 5.4. Creates a product...)</p>	<p>States a position on a historical question that outlines a reason (s) in support of the question.</p> <p>Provides evidence for the position using two of the following social science perspectives:</p> <ul style="list-style-type: none"> • geographic • cultural • political • economic • sociological • psychological. 	<p>Clearly relates topic to theme. Demonstrates significance and draws conclusions.</p>	<p>Paper is clear and organized.</p>
	<p>The evidence for the position includes:</p> <ul style="list-style-type: none"> • An explanation of how well three sources support the reasons for the position including primary AND secondary sources. 	<p>Places topic in historical context.</p> <p>Shows analysis and interpretation.</p> <p>Research is balanced.</p>	
<p>5.2.2. Evaluates the validity, reliability, and credibility of sources when researching an issue or event. (11th Grade) (EALR 5.2. Uses inquiry-based research.)</p> <p>5.4.2. Creates strategies to avoid plagiarism and respects intellectual property when developing a paper or presentation. (10th 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 High School Humans and the Environment CBA Rubric and History Day Scoring

GLE (EALR)	CBA Rubric (Level 3-Proficient)	History Day Judging Criteria (Excellent)	
<p>2.4.1. Analyzes and evaluates how people across the world have addressed issues of distribution of resources and sustainability (1450-present).</p> <p>5.4.1. Evaluates multiple reasons or factors to develop a position in a paper or presentation.</p>	<p>States a position on an environmental issue that includes:</p> <ul style="list-style-type: none"> • A reasonable solution to the issue in terms of improving the health of the system (CONTEMPORARY ISSUE) <p>OR</p> <ul style="list-style-type: none"> • A reasonable alternative in terms of what would have improved the health of the system (HISTORICAL SITUATION). 	<p>Research is balanced.</p> <p>Clearly relates topic to theme.</p> <p>Demonstrates significance and draws conclusions.</p>	<p>Paper is clear and organized.</p>
<p>3.2.2. Understands and analyzes the interactions between humans and the environment across the world (1450-present).</p>	<p>Provides reason(s) for the position supported by evidence.</p> <p>The evidence for the position includes:</p> <ul style="list-style-type: none"> • An analysis of benefits and/or costs of two stakeholders' uses of the environment. 	<p>Shows analysis and interpretation.</p> <p>Places topic in historical context.</p>	
<p>5.4.2. Creates strategies to avoid plagiarism and respects intellectual property when developing a paper or presentation. (10th Grade) (EALR 5.4. Creates a product...)</p> <p>5.2.2. Evaluates the validity, reliability, and credibility of sources when researching an issue or event. (11th 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>	