

<b>TOPIC / RESEARCH QUESTION SELECTION COMPONENT DESCRIPTION</b>	<b>EXEMPLARY</b>	<b>PROFICIENT</b>	<b>BEGINNER / DEVELOPING –</b>
<p><b><u>NARROWNESS OF TOPIC</u></b>                      Narrowness of topic refers to the notion that the selected topic is focused on a specific issue, time frame or set of time periods that is within a larger, historical event (i.e. “The role of land reform in the Mexican Revolution of 1910.”)</p>	<ul style="list-style-type: none"> <li>- The topic is clearly and explicitly defined and easily presented within a larger historical context.</li> <li>- The topic concerns a thought-provoking and specific event or issue within a broad historical topic that lends itself to objective research with ample ways to be questioned.</li> <li>- The topic is not too specific and allows for the opportunity for multiple views and/or argument.</li> </ul>	<ul style="list-style-type: none"> <li>- The topic is not too specific and does not dismiss the opportunity for argument.</li> <li>- The topic is focused on an issue within a broad topic</li> </ul>	<p>The topic is broad and lends itself to either too many questions or not enough.</p>
<p><b><u>COMPLEXITY OF TOPIC</u></b>                      Complexity of topic refers to the notion that the selected topic looks further into a broad subject matter and explores an issue or event within an issue that is not easily known without the requirement of rich historical research. (i.e. “The role of land reform in the Mexican Revolution” vs. “The Mexican Revolution”)</p>	<ul style="list-style-type: none"> <li>- The topic, while easily understood in its presentation, features a problem or issue of disagreement.</li> <li>- The topic requires focused analysis of multiple sources to conduct a rich research project.</li> <li>- The topic is not general or easily disputed.</li> </ul>	<ul style="list-style-type: none"> <li>- The topic is not general or easily disputed.</li> <li>- The topic features an element of disagreement requiring limited research</li> </ul>	<ul style="list-style-type: none"> <li>- The topic is easily disputed</li> <li>- The topic is easily known with little research</li> </ul>
<p><b><u>OBJECTIVITY OF QUESTION</u></b>                      Objectivity of question refers to the notion that the generated research question does not require an answer that is based on morality. The objective nature of a question calls for research that is historical, and not subjective. In other words, the argument in response to the objective question is based on analysis of factual events, or accounts of events and not based on personal opinion. (i.e. “To what extent was land reform in the Mexican Revolution based on political reasons?” vs. “Was it right for the Mexican government to enact their land reform?”)</p>	<ul style="list-style-type: none"> <li>- The research question is entirely based on historical-research and is not based on morality</li> <li>- The research question leaves no room for personal opinion or subjectivity personal opinion.</li> <li>- The research question calls for analysis of factual events</li> </ul>	<ul style="list-style-type: none"> <li>- The research question is based on historical-research and not personal opinion or morality</li> <li>- The research question is leaves little room for personal opinion</li> </ul>	<ul style="list-style-type: none"> <li>- The research question is traced with personal opinion and morality</li> <li>- The research question calls for subjective-based research</li> </ul>
<p><b><u>COMPLEXITY OF QUESTION</u></b>                      Complexity of question refers to the notion that the generated research question is on that is debatable, narrow, and significant. In other words, a complex question is not too factual, nor too broad or unimportant. (i.e. “What factors might explain the historical inaccuracies in John Trumbull’s famous painting of ‘The Declaration of Independence?’” vs. Who was the first person to sign the ‘Declaration of Independence?’)</p>	<ul style="list-style-type: none"> <li>- The research question allows for both a claim and counter-claim</li> <li>- The research question demands historical analysis</li> <li>- The research question is open-ended</li> <li>- The research question is specific</li> </ul>	<ul style="list-style-type: none"> <li>- The research question is open-ended</li> <li>- The research questions demands historical analysis</li> <li>- The research question generally refers to a historical issue that is arguable</li> </ul>	<ul style="list-style-type: none"> <li>- The research question lacks open-endedness</li> <li>- The research question is general and not easily understood</li> </ul>
<p><b><u>RELATION TO RIGHTS &amp; RESPONSIBILITIES</u></b>                      A topic &amp; research question for the National History Day project must have the underlying theme of rights and/or responsibilities embedded within the focus of research. In other words, a topic on the history of making hot dogs would not meet the requirement of relating to the theme of rights &amp; responsibilities.</p>	<ul style="list-style-type: none"> <li>- The topic is clearly related to the theme of Rights &amp; Responsibilities</li> <li>- The topic’s relation to the theme of ‘Rights &amp; Responsibilities’ is explicitly addressed within the project</li> </ul>	<ul style="list-style-type: none"> <li>- The topic is clearly related to the theme of ‘Rights &amp; Responsibilities’</li> </ul>	<ul style="list-style-type: none"> <li>- The topic is generally related to the theme of ‘Rights &amp; Responsibilities’</li> </ul>

<b><u>HISTORICAL CONTEXT (BACKGROUND INFORMATION) COMPONENT DESCRIPTION</u></b>	<b><u>EXEMPLARY</u></b>	<b><u>PROFICIENT</u></b>	<b><u>DEVELOPING</u></b>	<b><u>BASIC</u></b>
<b><u>HISTORICAL CONTEXT PLACEMENT</u></b> Historical context placement is in reference to the articulation of the broad topic or history surrounding the topic under focus. (i.e. Who are the significant people / groups of people involved in your topic? – Pol Pot, Khmer Rouge, etc.) / When did your topic take place? (1975-1979) / Where did your topic occur? (Southeast Asia, Cambodia) / What were the conditions of life within your topic? (if applicable) What is the broad topic of history surrounding your research? (The Cold War & the spread of Communism throughout Southeast Asia)	<p><i>Accurately and appropriately places the topic within the social, political, economic and/or cultural atmosphere of the time period under focus.</i></p> <p><i>The background information clearly sets the stage for the reader's understanding of the relevant issues surrounding the issue under focus.</i></p> <p><i>Clearly and explicitly demonstrates an easily identifiable relationship between the topic and larger events.</i></p> <p><i>The background lends itself to an easy transition into the argument.</i></p>	<p><i>The background information accurately places the topic within the proper social, political, economic and/ or cultural atmosphere of the time period under focus.</i></p> <p><i>The background information sets the stage for the reader's understanding of relevant issues surrounding the issue under focus.</i></p> <p><i>The background information demonstrates the relationship between the topic and larger issues/events surround the topic.</i></p>	<p><i>The background information accurately places the topic within the correct time period.</i></p> <p><i>The background information sets the stage for the reader's understanding of generally related issues surrounding the topic at hand.</i></p>	<p><i>The background information places the topic within the general time frame related to the topic at hand.</i></p> <p><i>The background information attempts to set the stage for the reader's understanding of the relevant issues at hand was during the time period under focus.</i></p>
<b><u>SEQUENCING OF EVENTS</u></b> Sequencing of events is in references to the major landmark events that lead to the topic under research. (i.e. What are the major events that have led up to the formation of your focus of research?) (Cold War → Chinese Cultural Revolution → Spread of Communism in Vietnam → Vietnam War → Rise of Khmer Rouge)	<p><i>The background information consists of the most essential, relevant and landmark events and people or groups of people that led up to the event / issue / topic under focus.</i></p> <p><i>Each event is clearly and explicitly linked to the topic under focus.</i></p>	<p><i>The background information consists of key events, people and/or groups of people that explain how the topic under focus came to be.</i></p> <p><i>Each event is generally linked to the topic under focus.</i></p>	<p><i>The background information consists of most of the events that generally explain how the topic under focus came to be.</i></p>	<p><i>The background information consists of some events that explain how the topic under focus came into existence.</i></p>
<b><u>QUESTION FORMULATION</u></b> Question formulation is in reference to the ability to articulate the reason behind the research question in the face of all the provided history / background information. In addition, it is in references to one's ability to transition into the argument.	<p><i>The background information clearly and meaningfully articulates how and why the question at hand is of significance.</i></p> <p><i>The articulation of the question at hand serves as a smooth transition into the argumentation section in a relevant manner.</i></p>	<p><i>The background information explains the relevance of the question at hand.</i></p> <p><i>The question formulation serves as a transition into the argumentation section.</i></p>	<p><i>The background information attempts to explain relevance of the research question.</i></p>	<p><i>The background information does not connect to importance of the research question.</i></p>

<u>ANALYSIS (ARGUMENTATION) COMPONENT DESCRIPTION</u>	<u>EXEMPLARY</u>	<u>PROFICIENT</u>	<u>DEVELOPING</u>	<u>BASIC</u>	<u>PRE-DEVELOPMENT</u>
<p><b>PRESENTATION OF EVIDENCE</b> Presentation of evidence is in reference to the amount of evidence used and the various formats (video, speech, letters, images, etc.) in which the evidence is used.</p>	<p>The argumentation consists of more than 2 pieces of primary source evidence to support a counter-claim</p> <p>The argumentation consists of more than 5 pieces of primary source evidence to support the primary claim.</p> <p>The argumentation consists of primary source evidence that spans a wide variety of formats.</p> <p>The argumentation consists of primary source evidence that is accurately presented as such.</p>	<p>The argumentation consists of primary source evidence in support of a counter-claim.</p> <p>The argumentation consists of 5 pieces of primary source evidence in support of the primary claim.</p> <p>The argumentation consists of primary source evidence in 2 different formats.</p> <p>The argumentation consists of primary source evidence that is accurately presented as such.</p>	<p>The argumentation consists of primary source evidence that attempts to accurately support the counter-claim.</p> <p>The argumentation consists of 3 to 4 pieces of primary source evidence in support of the primary claim.</p> <p>The argumentation consists of one format of primary source evidence.</p> <p>The argumentation consists of primary source evidence that is accurately presented as such.</p>	<p>The argumentation consists of primary source evidence that fails to accurately support the counter-claim.</p> <p>The argumentation consists of 1 to 2 pieces of evidence in support of the primary claim.</p> <p>The argumentation consists of no variety between formats for primary source evidence.</p> <p>The argumentation does not successfully present primary source evidence in its entirety.</p>	<p>The argumentation does not consist of primary source evidence.</p> <p>The argumentation uses secondary source information in place of primary source evidence.</p>
<p><b>EXPLANATION &amp; SIGNIFICANCE OF EVIDENCE</b> Explanation &amp; significance of evidence is in reference to the delivery of evidence and articulation of the relevancy of the provided evidence to the primary argument.</p>	<p>The text strategically presents evidence in a manner that is clear, fluid and easily identifiable as relevant to the nature of the argument.</p> <p>The analysis of evidence is articulated with specific language from documents that clearly connects to the reasoning in support and opposition of claim &amp; counterclaim.</p>	<p>The text skillfully presents evidence in a manner that is clear and relevant to the flow of the writing.</p> <p>The analysis of evidence is articulated with specific and direct language / text from documents that connect to the reasoning in support of claim.</p>	<p>The text presents evidence in a manner that is clear, but lacks explicit relevance to the flow of the writing.</p> <p>The text is generally connected to the claim, reasons and evidence.</p>	<p>The text presents evidence in a manner that lacks clarity and relevance to the flow of the writing.</p> <p>The text attempts to connect the claim and reasons.</p>	<p>The text presents evidence in a manner that is confusing, and irrelevant to the flow of the writing.</p>
<p><b>ANALYSIS OF EVIDENCE</b> Providing the reader with an analysis of document-based evidence (speeches, letters, journal entries, images, videos, etc.) that fully explains and supports the claim and nature of counter-claim.</p>	<p>The text presents a sophisticated analysis of provided document-based evidence that specifically incorporates <b>source</b> information and <b>context</b> of document while reinforcing validity of documents through <b>corroboration</b> of multiple documents.</p>	<p>The text presents an analysis of provided document-based evidence while specifically and skillfully using the <b>source</b> information or <b>context</b> to support the claim/thesis/argument.</p>	<p>The text presents an analysis of the provided document-based evidence that generally acknowledges <b>context</b> and <b>source</b> information, using specific language from document to support claim.</p>	<p>The text uses language from provided document-based evidence to support claim</p>	<p>The text uses language from the provided evidence to a small extent.</p>

<b><u>ANNOTATION COMPONENT DESCRIPTION</u></b>	<b><u>EXEMPLARY</u></b>	<b><u>PROFICIENT</u></b>	<b><u>DEVELOPING</u></b>	<b><u>BASIC</u></b>
<p><b><u>HISTORICAL CONTEXT PLACEMENT</u></b>            Annotation usage and completion of their noodlebib account requirements as described to the right. In addition, one's usage of their noodlebib account is indicative of their organization and commitment to quality research</p>	<p>Annotations clearly and explicitly identify the theme of each source.</p> <p>Annotations clearly and explicitly explain how or why each source is helpful to building one's background information and/or argument citing specific quotes and/or page numbers when applicable.</p> <p>Annotations properly cite each source.</p> <p>Annotations consist of meaningful usage or notecards.</p> <p>Annotations consist of 10 or more meaningful sources thoroughly used through the writing.</p>	<p>Annotations identify the theme of each source.</p> <p>Annotations explain how or why each source is helpful to building one's background or argument.</p> <p>Annotations properly cite each source.</p> <p>Annotations consist of a usage of notecards.</p> <p>Annotations consist of 10 sources used within the research.</p>	<p>Annotations generally explain the theme of each source.</p> <p>Annotations generally explain how each source is useful in some general way.</p> <p>Annotations properly cite each source.</p> <p>Annotations consist of 8 sources generally used within the research.</p>	<p>Annotations attempt to explain the theme of each source.</p> <p>Annotations properly cite each source.</p> <p>Annotations consist of less than 8 sources.</p>

<b>WRITING COMPONENT DESCRIPTION</b>	<b>EXEMPLARY</b>	<b>PROFICIENT</b>	<b>DEVELOPING</b>	<b>BASIC/EMERGENT</b>
<b>CLAIM SENTENCE</b> Providing the reader with a clear, arguable statement of purpose for the text that can be supported by reasoning and evidence	The text introduces a compelling claim sentence that is clearly arguable and takes a purposeful position on an issue.	The text introduces a precise claim sentence that is clearly arguable and takes an easily identifiable position on an issue.	The text introduces a claim sentence that is generally arguable and takes a position.	The text contains an unclear or emerging claim that suggests a vague position.
<b>CLAIM DEVELOPMENT</b> Providing the reader with sufficient data and evidence to back up an overall claim and conclusion that support the argument.	The text provides sufficient evidence (more than 50% of provided documents), convincing and relevant data and evidence to back up the claim and effectively addresses counterclaims.  The conclusion strengthens the claim and evidence.	The text provides sufficient evidence (25-50% of provided documents) and relevant data and evidence to back up the claim and addresses counterclaims fairly.  The conclusion effectively reinforces the claim and evidence.	The text provides limited evidence (10% document) of provided documents to back up the claim and addresses counterclaims.  The conclusion generally ties to the claim and evidence.	The text provides reason, but without any use of evidence that attempts to back up the claim and unclearly addresses counterclaims or lacks counterclaims.  The conclusion restates the position.
<b>CLAIM COHESION</b> Providing the reader with text that uses words, phrases, and clauses that link and unify the major sections of the text, while clarifying the relationships between the claim, reasoning, evidence, and between claims and counterclaims. Everything in the text is clearly connected to the claim.	The text strategically uses words, phrases, and clauses to link the major sections of the text.  The text explains the relationships between the claim and evidence.  The text strategically links the counterclaims to the claim.	The text skillfully uses words, phrases, and clauses to link the major sections of the text.  The text identifies the relationship between the claim and the evidence.  The text effectively links the counterclaims to the claim.	The text contains limited words, phrases, and clauses to link the major sections of the text.  The text is generally connected to the claim, reasons and evidence.  The text links the counterclaims to the claim.	The text uses words, phrases, and clauses to link the major sections of the text.  The text attempts to connect the claim and reasons.
<b>STYLE &amp; CONVENTION</b> Providing the reader with text that presents a formal, objective tone that demonstrates standard English conventions of usage and mechanics	The text presents an engaging, formal and objective tone using a plethora of <b>sophisticated transition phrases</b> (ie. In addition, Moreover, Further, As a result of, Furthermore, Similarly, On the other hand, etc.	The text presents an appropriate and formal, objective tone using a limited amount of exemplary transition phrases.	The text presents a formal, objective tone with minimal usage (2-3) of exemplary transitional phrases.	The text illustrates a limited awareness of formal tone and neglects to use sophisticated transitional phrases.