

# SKILLS ASSESSMENT

# HIGH SCHOOL

Project Component	1- Superior	3- Excellent	2- Good	1- Needs Improvement
Topic Selection	The topic is clear and concise, and has a focus that has been narrowed down from a broad topic. The topic can be manageably researched and analyzed, and is not too restrictive or too extensive for the project parameters. The topic clearly and expressly relates the project to the theme.	The topic is generally clear and relates the project to the theme, but could be improved by more sufficiently narrowing the focus.	The topic has a general focus, but it is not sufficiently narrowed down from a broad topic, nor is it clearly stated. The topic relates to the theme, but this connection is not made clearly.	The topic is nowhere clearly stated, and is much too broad (or restrictive) for the parameters of the project. It is unclear how the topic relates to the theme.
Thesis Statement	The thesis statement clearly makes a claim or argument in 1-2 sentences, and clearly incorporates both the topic and theme of the project. The thesis also draws one or more impacts and demonstrates the importance of those impacts in history.	The thesis is relatively clear and stated in 1-2 sentences, and incorporates both the topic and theme. The thesis draws an impact, but does not effectively demonstrate the importance of those impacts in history.	The thesis incorporates the topic and the theme, but does not do so concisely. No impacts are clearly drawn.	There is no clearly stated thesis or claim made.
Research Process	The project includes <b>at least 10</b> sources (5 primary and 5 secondary) of various types (pictures, newspaper articles, interviews, essays, etc.). The student successfully explores and selects from all primary sources that are available and readily accessible.	The project includes at least 10 sources (5 primary and 5 secondary), and has some variety of formats, but could be improved by accessing more of the available primary sources.	The project may or may not include 10 sources, but it relies on secondary sources, and does not include a variety of formats.	Few or no primary sources are used, and it is clear that the few of the available and accessible primary sources were examined.
Analysis	The student <i>connects</i> the primary source evidence to their topic, and then clearly and thoroughly <i>explains</i> why this connection between the source evidence and the topic is important; the historical significance of the source evidence is discerned and discussed. The student <i>relates</i> this connection to their thesis, and draws short- and long-term impacts pertinent to their thesis. This is done with every source used as evidence. The student effectively supports and proves their thesis with their analysis.	The student <i>connects</i> , <i>explains</i> , and <i>relates</i> their source evidence to their thesis, but not with every primary source. The project could be improved by more clearly demonstrating the historical significance of their primary source evidence in relation to their thesis, and drawing more concise conclusions, but the student generally supports and proves their thesis.	The student generally <i>connects</i> their evidence to their topic, but sometimes fails to <i>explain</i> the connection and <i>relate</i> it to their thesis. Impacts are drawn, but could be clearer, and the historical significance is not clearly explained. The source evidence generally supports the thesis, but this is not clearly explained.	The project generally lacks sufficient analysis, and states facts, rather than draws conclusions. The thesis is not proven or supported.
Conclusions	The student restates their thesis and their most important points concisely in their conclusion. No new information is introduced in the conclusion. The conclusion effectively wraps up the project.	The student restates their thesis and most important points, but the conclusion could be more concise. New information may be presented.	The student restates their thesis and some of their main points, but the conclusion could be better organized. Some new information is presented.	The project lacks a coherent conclusion.
Citations and Annotations	The student includes all of their sources in the bibliography, and properly cites them using the required format. The bibliography is neat and organized, separating primary and secondary sources, listing the sources alphabetically, and clearly indicating the format (photograph, interview, article, etc.) or each source. Annotations are concise, indicating the main points of the source, why it was important to their project, and how they used it.	The student cites all of their sources with few errors, separating them into primary and secondary sources, and listing them alphabetically. Some bibliographic entries may neglect to indicate the format of the source. All of the sources have annotations, but some or them are not clear as to how the student used the source.	The student cites their sources, but the bibliography has errors and lacks organizations. Some sources lack annotations.	There may or may not be a bibliography, and if there is it is disorganized and generally lacks annotations.
Process Paper	The process paper clearly states how the student chose their topic, outlines the student's research process, explains which sources were most important and why, explains how the student's understanding of the topic has changed and how, describes how the students put their project together and what skills they learned/used, and how the topic relates to the annual theme. The process paper does not present new research and /or analysis that is not in the project itself.	The process paper answers all of the pertinent questions, but may be unclear or slightly unorganized in places. Some information is introduced in the process paper that is not in the project itself.	The process paper states how the student chose their topic and why, but neglects to answer some of the other pertinent questions effectively. New information is introduced that is not in the project itself.	There may or may not be a process paper, and if there is it is disorganized and fails to answer most (if any) of the pertinent questions.

<b>Project Component</b>	<b>1- Superior</b>	<b>3- Excellent</b>	<b>2- Good</b>	<b>1- Needs Improvement</b>
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Thesis Statement				
Research Process				
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Conclusions				T
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