

FBCS HISTORY PROJECT GUIDELINES

This project is largely an independent activity in which you conduct research, write a paper, prepare a display, and make an oral presentation.

1. The paper must be typed **by the student** in MLA 7 format (see below).

2. The paper must include:

- Main body: introduction, main points, and conclusion.
- Outline
- Works Consulted

3. Length of paper:

7th – 600 words (575 minimum, 625 maximum)

8th – 800 words (775 minimum, 850 maximum)

9th – 1000 words (975 minimum, 1100 maximum)

10th – 1200 words (1175 minimum, 1300 maximum)

The **word count must** be placed at the end of the main body of the report.

4. Students **MUST AVOID PLAGIARISM**, which is the direct copying of material and/or rewording material without giving credit to the author/source. Students must reword the material and properly acknowledge the source. A limited number of direct quotes may be used. They must be properly cited and must not exceed 10% of the paper.

PAPERS INCLUDING PLAGIARISM WILL RECEIVE AN AUTOMATIC “F.”

5. A minimum of five cited sources are required.

- **Three** of the five sources **must be books**.
- Internet sources may be used with discretion; Wikipedia is **not** an acceptable source.

6. **Grading:** The English teacher* will grade format (proper MLA 7 format), outline, Works Consulted, notecards, and the rough draft and final draft. The history teacher** will grade the display board and oral presentation.

BONUS POINTS for submitting rough and final drafts early (by class time):

4 days = 5 pts, 3 days – 4 pts, 2 days = 3 pts, 1 day = 2 pts.

PROJECT DUE DATES:

Project Steps:	7th	8th	9th	10th
Topic selection*	N/A	11/9	10/7	9/11
WC workshop (books to class)*	12/8	12/1	10/29	10/1
Outline & Works Consulted*	12/18	12/11	11/4	10/7
Notecards (50 minimum)*	1/6	12/16	11/9	10/12
Work in lab*	1/11-15	1/4-8	11/16-20	10/19-23
Paragraph 1*	1/12	1/5	11/7	10/20
Paragraph 2*	1/15	1/8	11/20	10/23
Rough Draft*	1/28	1/21	12/3	11/5
Final Draft	2/12	2/5	12/18	11/20
Display Complete**	2/16	2/16	2/16	2/16
Oral Presentation Script**	2/22	2/22	2/22	2/22
Oral Presentations (using display)**	2/29-3/4	2/29-3/3	3/2-4	2/29-3/2

HISTORY FAIR: Thursday, March 10, 2016—7:00-9:00 PM (attendance is required)

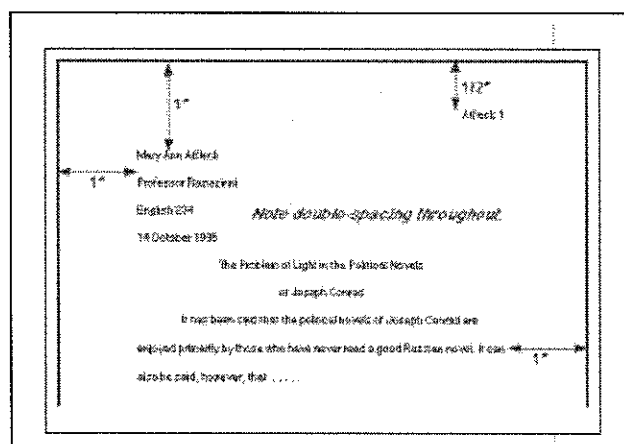
TEMPLATES ON WEBSITE

* Research Open template

* Research Word template

SUMMARY OF MLA 7 FORMAT

- 1" margins
- Line spacing – double
- Times New Roman 12
- Last name only in header
- 0.5" tabs
- Title – centered
- Rest of paper – left aligned



OUTLINE PAGE

1. Start the outline on a new page, right before the body of your paper (see example below).
2. Begin every point of the outline with a capital letter. If have A, must have B.
3. State each point as a word or a phrase, not a complete sentence.
4. State the points of each section in parallel form.

NOT PARALLEL:

White or yellow stars

Some stars are red

Blue-white are hottest

PARALLEL:

White or yellow stars

Red stars

Blue-white stars

EXAMPLE OUTLINE:

Title of Report

Thesis: The thesis statement/question is the point you are making.

Introduction

- I. Background
 - A. Subheading—supports first main idea
 - B. Subheading—supports first main idea
- II. Accomplishments
 - A. Subheading—supports second main idea
 - B. Subheading—supports second main idea
- III. Accomplishments
 - A. Subheading—supports third main idea
 - B. Subheading—supports third main idea

Conclusion

GUIDE TO CITING SOURCES - PARENTHETICAL CITATIONS

For EVERY reference to or quotation from another's work, place the author's last name and page number of the information you are using in parentheses right after the reference. You MUST cite ideas, not just quotations; otherwise you are **PLAGIARIZING**. The citation comes before the period at the end of the sentence.

Example: (Smith 32).

1. One author: Example: ... vital to the development of the project (Smith 25).
2. Two or three authors: list each author's name separated by "and."
Example: (Smith and Rogers 31).
3. Four+ authors: list the first author followed by "et al." Example: (Smith et al. 42).
4. To distinguish between different works by the same author, include an abbreviated version of the work's title. Example: (Smith, *Language* 73).
5. Use semicolons to separate different sources within one citation (information is found in more than one book). Example: (Smith 42; Brown 101).
6. If you mention the author in the sentence or paragraph, only the page number is needed in parentheses. Example: Smith believes ... is vital (25).
7. If the work has no page numbers (many internet sources), simply list the author (Smith).
8. If the work has no author (many encyclopedias and internet sources), simply list the title and page number (if available).
Examples: ("George Washington" 47). (if page number available)
("George Washington"). (if no page number – internet)
9. To distinguish between different articles with the same title, include an abbreviated version of the book's title or the website.
Examples: ("Metamorphic Rock," *Encyclopedia Britannica* 102). (book)
("Metamorphic Rock," *How Stuff Works*). (website)

ADDITIONAL NOTES:

AUTHOR is always typed in regular font.

ARTICLE is always in quotes.

BOOK/MAGAZINE title is always in italics.

WEBSITE is always in italics.

QUOTATIONS:

If your quotation is three lines or less, include it in the body of the text.

If your quotation is more than three lines, set it off from the main text in indented block form (1" from left margin of text).

WORKS CONSULTED PAGE

1. EVERY work that you cite in the text of your paper, as well as all works you read for this paper, MUST appear in the Works Consulted section.
2. Start this section on a new page, after the outline. Center the title "Works Consulted" at the top of the page.
3. Align each entry at the left margin. If the entry is more than one line, use hanging indent (see p. 8).
4. Alphabetize all entries by the author's last name. If there is no author, use the first (major) word of the title (not a, an, the ...).

BOOKS:

Last, First. *Title*. City: Publisher, date. Medium.

Smith, Robert. *Electrical Current*. New York: Oxford UP, 1999. Print.

Two or more authors:

Last, First, and First Last.

Last, First, First Last, and First Last.

More than three authors:

Last, First, et al.

Second or subsequent edition:

Last, First. *Title*. __ ed. City: Publisher, date. Medium.

Smith, Robert. *Electrical Current*. 2nd ed. New York: Oxford UP, 1999. Print.

Multiple books/articles by same author—give full name in first entry; type 3 hyphens instead of name for additional entries; alphabetize entries by title:

---. *Title*. City: Publisher, date. Medium.

Book in a series:

Last, First. *Title*. Series. City: Publisher, date. Medium.

Smith, Robert. *Electrical Current*. Electricity Explained 3. New York: Oxford UP, 1999. Print.

ENCYCLOPEDIA, DICTIONARY:

Last, First. "Article." *Encyclopedia*. Date. Medium.

Smith, Robert. "Electrical Current." *World Book Encyclopedia*. 39th ed. 1999. Print.

"Article." *Dictionary*. __ ed. Date. Medium.

"Article." Def. #. *Dictionary*. __ ed. Date. Medium.

"Electrical Current." Def. 3b. *American Heritage Dictionary*. 1999. Print.

(If no ed. (edition) is given, simply give the year of publication.)

MAGAZINE:

Last, First. "Article." *Magazine* date: pages. Medium.

Smith, Robert. "Electrical Current." *Science Today* July 1999: 15-23. Print.

JOURNAL:

Last, First. "Article." *Magazine* Vol (date): pages. Medium.

Smith, Robert. "Electrical Current." *Science Today* 22 (July 1999): 15-23. Print.

ONLINE SOURCES:

Last, First. "Article." *Website*. Copyright date. Sponsoring institution or organization.
Medium. Date of access.

Smith, John. "Pulleys and Gears." *HowStuffWorks.com*. 2009. How Stuff Works, Inc.
Web. 18 Sept. 2009.

"Article." *Encyclopedia*. 2008. Encyclopaedia Britannica. Web. 18 Sept. 2009.

CD-ROM:

Last, First. "Article." *Encyclopedia*. ____ ed. City: Publisher, date. CD-ROM.

INTERVIEW:

Last, First. Personal interview. 18 Sept. 2009. [Also: Telephone interview or E-mail interview.]

ADDITIONAL NOTES:

CITY: For United States cities, spell out the city, and omit the state.

For Canadian cities, add the abbreviated province if the city is not familiar.

For other cities, add the abbreviated country if the city is not familiar.

PUBLISHER: Omit *A, An, The, Co., Inc., Ltd., House, Books, Press, Publishers*.
Use *UP* for University Press.

DATE: if no copyright date given, use: n.d.

MEDIUM of publication (type of source): Print (printed book, magazine ...), Web (internet), CD-ROM (on CD disc).

HANGING INDENT:

For each entry on the *Works Consulted* page that exceeds one line, do the following:

LibreOffice:

- Under FORMAT, select PARAGRAPH.
- Under BEFORE TEXT, select 0.50"
- Under FIRST LINE, select -0.50"

Word 2003:

- Under FORMAT, select PARAGRAPH.
- Under SPECIAL, choose HANGING.

ORAL PRESENTATION

Approximately one week before the oral presentation is due, students are required to submit a "script" of their presentation to Mr. Monroe. This is a plan for your report in the form of an outline. Everything you plan to say does not need to be written out word for word. In the oral presentation, you will basically explain your thesis and what you learned through researching and writing your paper.

The oral presentation is presented to the history class on the day assigned to each student. Carefully observe the following when preparing and giving the oral report:

1. You must have your complete display board when presenting. You are presenting for the class the same way that you will on history fair night.
2. Length of presentation: JH: 3-5 minutes; SH: 6-8 minutes

DISPLAY BOARD

The display board is a visual summary of your thesis and research paper. The analysis and interpretation of your topic must be clear and evident to the viewer. Labels and captions should be used creatively to enhance the message of your board. Your display should be colorful, have large, readable letters, and give information through diagrams, pictures, visuals, maps, timelines, and/or charts.

Selecting materials:

Does the item fit in with your thesis?

Does the item advance the story you are trying to tell?

Is the text you are thinking of displaying too long or too wordy? Is it easy to read and understand? Will it take up too much space on your board?

Is the item visually interesting?

What images best tell your story?

Evaluating appearance:

Is there a pattern the eye can follow in viewing the board, or are materials just pasted on with no pattern in mind?

Are the photos and materials neatly matted with even borders?

Is there "white" space between items so the board doesn't look cramped?

Does the overall board set a mood or tone?

Does the board reflect something about the theme or topic?

Topic Selection Sheet

NAME: _____ Grade _____

General categories:

7th: castle

8th: world history individual

9th and 10th: historical event

Please be detailed when completing the following:

My topic is:

Topic stated as a question:

RESEARCH PAPER--OUTLINE--JH

Teacher Name: **Mrs. Bruffey**

Student Name: _____

CATEGORY	3	2	1	0
THESIS STATEMENT	Thesis statement is a complete sentence and is clearly stated.	Thesis statement is a complete sentence but is poorly stated.	Thesis statement is not a complete sentence and is poorly stated.	Thesis statement is missing.
FORMAT	Formal outlining rules have all been followed: I. A. 1. a., if A. then B.	Most formal outlining rules have been followed: I. A. 1. a., if A. then B.	Many formal outlining rules have not been followed: I. A. 1. a., if A. then B.	Formal outlining rules have generally been ignored: I. A. 1. a., if A. then B.
PARALLELISM	All parts of the outline align properly (tab between outline part and words).	Only 1 part of the outline does not align properly (tab between outline part and words).	Only 2 parts of the outline do not align properly (tab between outline part and words).	The outline generally does not align properly (tab between outline part and words).
CONTENT	The entire outline is parallel.	Most of the outline is parallel.	Some of the outline is parallel.	The outline is not parallel.
MECHANICS	The outline has been proofread. All major grammar, spelling, and punctuation errors have been fixed.	The outline has been proofread. Most major grammar, spelling, and punctuation errors have been fixed.	The outline has not been proofread well. Many grammar, spelling, and punctuation errors are present.	The outline shows virtually no signs of proofreading. Many grammar, spelling, and punctuation errors are present.
FINAL SCORE	A=14-15, B=12-13, C=10-11, D=8-9			

RESEARCH PAPER--OUTLINE

Teacher Name: Mrs. Bruffey

Student Name: _____

CATEGORY	3	2	1	0
THESIS STATEMENT	Thesis statement is a complete sentence and is clearly stated.	Thesis statement is a complete sentence but is poorly stated.	Thesis statement is not a complete sentence and is poorly stated.	Thesis statement is non-existent.
FORMAT	Formal outlining rules have all been followed: I. A. 1. a., if A. then B., indentation.	Most formal outlining rules have been followed: I. A. 1. a., if A. then B., indentation.	Many formal outlining rules have not been followed: I. A. 1. a., if A. then B., indentation.	Formal outlining rules have generally been ignored: I. A. 1. a., if A. then B., indentation.
PARALLELISM	The entire outline is parallel.	Most of the outline is parallel.	Some of the outline is parallel.	The outline is not parallel.
CONTENT	The content is defined, detailed, and logical.	Most content is defined, detailed, and logical.	Some content has not been clearly thought out; ideas are redundant or misplaced; content is not logical.	Content is not defined, detailed, and logical.
CONCISENESS	The entire outline is concise.	Most of the outline is concise.	Some of the outline is concise.	The outline is not concise.
MECHANICS	The outline has been proofread. All major grammar, spelling, and punctuation errors have been fixed.	The outline has been proofread. Most major grammar, spelling, and punctuation errors have been fixed.	The outline has not been proofread well. Many grammar, spelling, and punctuation errors are present.	The outline shows now signs of proofreading. Many grammar, spelling, and punctuation errors are present.
FINAL SCORE	A=16-18, B=13-15, C=10-12, D=7-9			

RESEARCH PAPER--WORKS CONSULTED

Teacher Name: **Mrs. Bruffey**

Student Name: _____

CATEGORY	3	2	1	0
ORDER OF CITATIONS	All citations are in alphabetical order by the first word (excluding a, an, and the).	Most citations are in alphabetical order by the first word (excluding a, an, and the).	Some citations are in alphabetical order by the first word (excluding a, an, and the).	No appearance of alphabetization.
INDENTATION OF CITATIONS	All citations begin at the left margin with the following lines in a hanging indent.	Most citations begin at the left margin with the following lines in a hanging indent.	Some citations begin at the left margin with the following lines in a hanging indent.	No indentation of lines or incorrect indentation of lines.
COMPLETENESS OF BOOK CITATIONS	All the citations have the required elements in the proper order: author, title, city, publisher, date, medium.	Most citations have the required elements in the proper order: author, title, city, publisher, date, medium.	Some citations have the required elements in the proper order: author, title, city, publisher, date, medium.	None of the citations have the required elements in the proper order: author, title, city, publisher, date, medium.
COMPLETENESS OF INTERNET CITATIONS	All the citations have the required elements in the proper order: author, title, website, copyright, company, medium, access date.	Most citations have the required elements in the proper order: author, title, website, copyright, company, medium, access date.	Some citations have the required elements in the proper order: author, title, website, copyright, company, medium, access date.	None of the citations have the required elements in the proper order: author, title, website, copyright, company, medium, access date.
NUMBER OF SOURCES	Five (5) sources are listed. At least three (3) are books.	Five (5) sources are listed. At least two (2) are books.	Four (4) sources are listed. At least two (2) are books.	Required sources are not listed.
PUNCTUATION	All citations contain the proper punctuation: commas, periods, quote marks, italics.	Most citations contain the proper punctuation: commas, periods, quote marks, italics.	Some citations contain the proper punctuation: commas, periods, quote marks, italics.	None of the citations contain the proper punctuation: commas, periods, quote marks, italics.
FORMAT OF CITATIONS	All citations use correct format for cities, publishers, access dates.	Most citations use correct format for cities, publishers, access dates.	Some citations use correct format for cities, publishers, access dates.	None of the citations use correct format for cities, publishers, access dates.
FINAL SCORE	A=19-21, B=15-18, C=11-14, D=7-10			

RESEARCH PAPER - NOTECARDS

Teacher Name: **Mrs. Bruffey**

Student Name: _____

CATEGORY	3	2	1	0
TIMELINESS	Fifty notecards are turned in on time.	Fifty notecards are 1 day late.	Fifty notecards are 2 days late.	Fifty notecards are more than 2 days late.
CONTENT: AUTHOR/TITLE	Each card lists either the author or the title.	Fewer than 5 cards are missing the author or title.	Fewer than 10 cards are missing the author or title.	Ten or more cards are missing the author or title.
CONTENT: PAGE#/WEB	Each card lists either the page # or "web".	Fewer than 5 cards are missing the page # or "web".	Fewer than 10 cards are missing the page # or "web".	Ten or more cards are missing the page # or "web".
CONTENT: INFORMATION	Each card has "good content", different information on it, specific to one paragraph.	Each card Has "good content"; most cards have different information on them, specific to one paragraph.	Content is minimal, information is repeated, information is not specific to just one paragraph.	Content is scattered and unclear.
NEATNESS	Notecards are written neatly with author/title and page#/web in the correct spots.	Notecards are legible with author/title and page#/web in the correct spots.	Notecards are rather messy and author/title, and page#/web may not be in the correct spots.	Notecards are very difficult to read, and author/title and page#/web may not be in the correct spots.
FINAL SCORE	A=14-15, B=12-13, C=10-11, D= 8-9			

RESEARCH PAPER--INDIVIDUAL PARAGRAPH 1

Teacher Name: **Mrs. Bruffey**

Student Name: _____

CATEGORY	4	3	2	1	0
TOPIC	Topic sentence is clear.	Topic sentence is generally clear, though it may not be stated well.	Topic sentence may be vague.	Topic sentence is unclear or confusing.	Topic sentence is off-topic or incoherent.
SUPPORT	Supporting sentences are related to and supportive of the topic sentence.	Supporting sentences have minor weaknesses in relatedness to and/or support of the topic sentence.	Supporting sentences have major weaknesses in ...	An attempt has been made to add supporting sentences, but they are unrelated or confusing.	Supporting sentences are off-topic or incoherent.
ELABORATION	Elaboration consists of specific, developed details in logical progression.	Elaboration consists of some specific details.	Elaboration consists of general and/or undeveloped details, which may be presented in a list-like fashion.	Elaboration is sparse, almost no details.	Elaboration is off-topic or incoherent.
VOCABULARY	Exhibits skillful use of vocabulary that is precise and purposeful.	Exhibits reasonable use of vocabulary ... --there	Exhibits minimal use of vocabulary ... --generic it, they	Lacks use of vocabulary ... --you --contractions	Paragraph is off-topic or incoherent.
GRAMMAR/USAGE	Displays command of agreement, pronoun reference, word usage, and complete sentences.	Contains 1-3 errors of agreement, pronoun reference, word usage, and/or complete sentences.	Contains 4-6 errors of agreement, pronoun reference, word usage, and/or complete sentences.	Contains 7-8 errors of agreement, pronoun reference, word usage, and/or complete sentences.	Contains numerous grammatical and/or usage errors.
SPELLING CAPITALIZATION PUNCTUATION	Displays command of spelling, capitalization, and punctuation.	Contains 1-3 errors in spelling, capitalization, and/or punctuation.	Contains 4-6 errors in spelling, capitalization, and/or punctuation.	Contains 7-8 errors in spelling, capitalization, and/or punctuation.	Contains numerous errors in spelling, capitalization, and/or punctuation.
CITATIONS	All citations are accurately documented in the desired format.	All sources are accurately documented, but a few are not in the desired format.	All sources are accurately documented, but many are not in the desired format.	Some sources are not accurately documented.	Some sources appear to be missing.
TIMELINESS	Paragraph is turned in by end of designated class period.	Paragraph is turned in later in the day.	Paragraph is turned in by beginning of class the next day.	Paragraph is turned in by end of class the next day.	Paragraph is more than one day late.
FINAL SCORE	A=28-32, B=23-27, C=17-22, D=11-16				

RESEARCH PAPER--INDIVIDUAL PARAGRAPH 2

Teacher Name: **Mrs. Bruffey**

Student Name: _____

CATEGORY	4	3	2	1	0
TOPIC	topic sentence is clear.	Topic sentence is generally clear, though it may not be stated well.	Topic sentence may be vague.	Topic sentence is unclear or confusing.	Topic sentence is off-topic or incoherent.
SUPPORT	Supporting sentences are related to and supportive of the topic sentence.	Supporting sentences have minor weaknesses in relatedness to and/or support of the topic sentence.	Supporting sentences have major weaknesses in ...	An attempt has been made to add supporting sentences, but they are unrelated or confusing.	Supporting sentences are off-topic or incoherent.
ELABORATION	Elaboration consists of specific, developed details in logical progression.	Elaboration consists of some specific details.	Elaboration consists of general and/or undeveloped details, which may be presented in a list-like fashion.	Elaboration is sparse, almost no details.	Elaboration is off-topic or incoherent.
VOCABULARY	Exhibits skillful use of vocabulary that is precise and purposeful.	Exhibits reasonable use of vocabulary ... --there	Exhibits minimal use of vocabulary ... --generic it, they	Lacks use of vocabulary ... --you --contractions	Paragraph is off-topic or incoherent.
GRAMMAR/USAGE	Displays command of agreement, pronoun reference, word usage, and complete sentences.	Contains 1-3 errors of Agreement, pronoun reference, word usage, and/or complete sentences.	Contains 4-6 errors of agreement, pronoun reference, word usage, and/or complete sentences.	Contains 7-8 errors of agreement, pronoun reference, word usage, and/or complete sentences.	Contains numerous grammatical and/or usage errors.
SPELLING CAPITALIZATION PUNCTUATION	Displays command of spelling, capitalization, and punctuation.	Contains 1-3 errors in spelling, capitalization, and/or punctuation.	Contains 4-6 errors in spelling, capitalization, and/or punctuation.	Contains 7-8 errors in spelling, capitalization, and/or punctuation.	Contains numerous errors in spelling, capitalization, and/or punctuation.
CITATIONS	All citations are accurately documented in the desired format.	All sources are accurately documented, but a few are not in the desired format.	All sources are accurately documented, but many are not in the desired format.	Some sources are not accurately documented.	Some sources appear to be missing
CORRECTIONS	All corrections from paragraph 1 have been made.	Almost all corrections from paragraph 1 have been made.	Most corrections from paragraph 1 have been made.	Few corrections from paragraph 1 have been made.	Corrections from paragraph 1 do not appear to have been made.
FINAL SCORE	A=28-32, B=23-27, C=17-22, D=11-16				

RESEARCH PAPER - ROUGH DRAFT EVALUATION NAME _____

POINTS EARNED	POINTS POSSIBLE	CRITERIA	COMMENTS
		FORMAT	
	3	Header/page #	
	3	Spacing (double)	
	3	Margins (1 in.)	
	3	Headings (centered)	
	10	Word Count	0 missing 3 > 50 words short, > 60 words over 7 > 25 words short, < 60 words over
	10	OUTLINE	
	10	WORKS CONSULTED	
	15	CITATIONS (author page)	
		WRITING STYLE	
	9	PURPOSE: Thoroughly explains topic and fully achieves intended purpose for intended audience.	
	6	Explains topic and somewhat achieves ...	
	3	Does not explain topic well and does not achieve ...	
		DEVELOPMENT:	
	9	Shows logical and effective arrangement of ideas.	
	6	Shows good arrangement of ideas.	
	3	Lacks good arrangement of ideas.	
		RESEARCH:	
	9	Abundant information from research with accurate citations.	
	6	Little information from research with accurate citations.	
	3	Little or no information from research, and/or citations missing or inaccurate.	
		GRAMMAR/USAGE:	
	9	Displays command of agreement, pronoun reference, word usage, and complete sentences.	
	6	Demonstrates basic understanding of ...	
	3	Makes errors in ...	
		SPELLING:	
	9	Uses and spells words above grade level.	
	6	Spells words on grade level.	
	3	Misspells grade level words.	
		CAPITALIZATION/PUNCTUATION	
	9	Demonstrates command of grade level capitalization/punct.	
	6	Demonstrates understanding of grade level ...	
	3	Misuses grade level ...	
		TOTAL	

Chapter 6 Rubric

Writing a Research Essay

	MESSAGE
	Purpose <ul style="list-style-type: none"> 3 Student thoroughly explains topic and fully achieves his intended purpose for the intended audience. 2 Student explains topic and somewhat achieves his intended purpose for the intended audience. 1 Student does not explain topic well and does not achieve his intended purpose for the intended audience.
	Outline <ul style="list-style-type: none"> 3 Outlining is detailed and thorough. 2 Outlining is sufficient. 1 Outlining does not have the necessary information or lacks clear organization.
	Development <ul style="list-style-type: none"> 3 Essay development shows a logical and effective arrangement of ideas. 2 Essay development shows good arrangement of ideas. 1 Essay development lacks good arrangement of ideas.
	Research <ul style="list-style-type: none"> 3 Essay contains abundant information from research with accurate citations of sources. 2 Essay contains some information from research with accurate citations of sources. 1 Essay contains little or no information from research, and/or citations are missing or inaccurate.
	MESSAGE SCORE

	MECHANICS
	Grammar/Usage <ul style="list-style-type: none"> 3 Writer displays a command of agreement, pronoun reference, word usage, and complete sentences. 2 Writer demonstrates a basic understanding of agreement, pronoun reference, word usage, and complete sentences. 1 Writer makes errors in agreement, pronoun reference, word usage, or complete sentences.
	Spelling <ul style="list-style-type: none"> 3 Writer uses and spells words above grade level. 2 Writer spells words on grade level. 1 Writer misspells grade-level words.
	Capitalization/Punctuation <ul style="list-style-type: none"> 3 Writer demonstrates a command of grade-level capitalization and punctuation. 2 Writer demonstrates an understanding of grade-level capitalization and punctuation. 1 Writer misuses grade-level capitalization and/or punctuation.
	MECHANICS SCORE TOTAL SCORE (Message plus Mechanics)

A 19-21

B 16-18

C 13-15

D 10-12

F 7-9

HISTORY FAIR DISPLAY BOARD

Teacher Name: _____

Student Name: _____

CATEGORY	3	2	1	0
TITLE	Title is creative, can be read from a distance, location is centered; thesis is clear.	Title describes content, can be read from a distance, location is NOT centered; thesis is clear.	Title can be read up close, location is NOT centered; thesis is unclear.	Title is too small or missing, does not describe content; thesis is missing.
GRAPHICS--CAPTIONS	Each picture, graph, chart, and map has a caption with 2-3 complete sentences explaining it.	Each picture, graph, chart, and map has a caption with 1-2 complete sentences explaining it.	Each picture, graph, chart, and map has a caption with a phrase (not a complete sentence) explaining it.	Captions are missing.
GRAPHICS--QUALITY	Graphics are clear (in focus) and easily read.	Most graphics are clear and easily read.	Several graphics are NOT clear and NOT easily read.	Many graphics are NOT clear and NOT easily read.
ATTRACTIVENESS	Information flows across the board. Graphics are neatly matted with even borders; captions are typed.	Information flows across the board. Graphics are neatly cut, but not matted; captions are typed.	Information is somewhat difficult to follow; graphics are not cut evenly; some captions are handwritten.	Information is difficult to follow; graphics are very messy; captions are handwritten.
CONVENTIONS	No more than 2 errors in writing conventions throughout the board: grammar, sentence structure, spelling, capitalization.	No more than 4 errors in writing conventions throughout the board: grammar, sentence structure, spelling, capitalization.	No more than 6 errors in writing conventions throughout the board: grammar, sentence structure, spelling, capitalization.	More than 7 errors in writing conventions throughout the board: grammar, sentence structure, spelling, capitalization.
CONTENT	Student has clearly illustrated his/her paper through pictures, graphs, timelines, and maps.	Student has illustrated most of his/her paper through pictures, graphs, timelines, and maps.	Student has illustrated less than half his/her paper through pictures, graphs, timelines, and maps.	Student has little information that illustrates his/her paper.
TOTALS	A=16-18; B=14-15; C=12-13; D=10-11			

HISTORY FAIR ORAL PRESENTATION

Teacher Name: _____

Student Name: _____

CATEGORY	3	2	1	0
TIME	SH: 6-8 minutes JH: 3-5 minutes	Over/under 30 seconds.	Over/under 1 minute.	SH: less than 4 minutes. JH: less than 1.5 minutes
EXPLANATION	Thoroughly explains topic; audience can easily follow.	Able to explain topic; audience can follow reasonably well.	Confusion is evident; audience has difficulty following.	Demonstrates little understanding of topic.
VOICE	Speaks enthusiastically, loudly and clearly.	Speaks a little too quietly some of the time.	Not confident and has to be prompted to speak up.	Student jumbles, has no confidence, and words are not understandable.
PREPARATION	May reference display board or notes but knows presentation very well.	Presentation is slightly dependent on board/notes.	Presentation is very dependent on board/notes.	Student obviously does not know presentation well and depends on board/notes.
INTERACTION	Faces audience, has great eye contact and interaction with audience.	Faces audience and has good eye contact for most of presentation.	Student has head/eyes away from audience for most of presentation.	Student has little interaction with audience.
CONTENT	The content of the research paper and the display board is thoroughly covered.	Most of the content of the research paper and the display board is covered.	Some of the content of the research paper and the display board is covered.	Little of the content of the research paper and the display board is covered.
DETAILS	The entire presentation is full of clear, relevant details.	One part of the presentation needs more details.	Two parts of the presentation need more details.	More than two parts of the presentation need more details.
TOTALS	A=19-21; B=15-18; C=11-14; D=7-10			