**Timeline Presentation Rubric**

Teacher Name: **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **CATEGORY** | **10** | **9** | **8** | **7** |
| **Group Timeline** | Group independently develops | Group independently develops | Group independently develops | Group needs adult help to |
|  | a reasonable, complete | a timeline describing when | a timeline describing when | develop a timeline AND/OR |
|  | timeline describing when | most parts of the work will be | most parts of the work will be | several students in the group |
|  | different parts of the work | done. All students in group can | done. Most students can | cannot independently describe |
|  | (e.g.,planning, research, first | independently describe the | independently describe the | the high points of the timeline. |
|  | draft, final draft) will be done. | high points of the timeline. | high points of the timeline. |  |
|  | All students in group can |  |  |  |
|  | independently describe the |  |  |  |
|  | high points of the timeline. |  |  |  |
|  |  |  |  |  |
| **Preparation** | The student had notes about | The student had notes about | The student had notes about | The student had not prepared |
|  | all the events and dates s/he | almost all the events and dates | most (~75%) of the events and | adequate notes before |
|  | wished to include on the | s/he wished to include on the | dates s/he wished to include | beginning to design the |
|  | timeline before beginning to | timeline before beginning to | on the timeline before | timeline. |
|  | design the timeline. | design the timeline. | beginning to design the |  |
|  |  |  | timeline. |  |
| **Delegation of** | Each student in the group can | Each student in the group can | Each student in the group can, | One or more students in the |
| **Responsibility** | clearly explain what | clearly explain what | with minimal prompting from | group cannot clearly explain |
|  | information is needed by the | information s/he is responsible | peers, clearly explain what | what information they are |
|  | group, what information s/he | for locating. | information s/he is responsible | responsible for locating. |
|  | is responsible for locating, and |  | for locating. |  |
|  | when the information is |  |  |  |
|  | needed. |  |  |  |
|  |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **CATEGORY** | **10** | **9** | **8** | **7** |
| **Quality of Sources** | Researchers independently | Researchers independently | Researchers, with some adult | Researchers, with extensive |
|  | locate at least 2 reliable, | locate at least 2 reliable | help, locate at least 2 reliable | adult help, locate at least 2 |
|  | interesting information sources | information sources for EACH | information sources for EACH | reliable information sources |
|  | for EACH of their ideas or | of their ideas or questions. | of their ideas or questions. | for EACH of their ideas or |
|  | questions. |  |  | questions. |
| **Ideas/Research Questions** | Researchers independently | Researchers independently | Researchers identify, with | Researchers identify, with |
|  | identify at least 4 reasonable, | identify at least 4 reasonable | some adult help, at least 4 | considerable adult help, 4 |
|  | insightful, creative | ideas/questions to pursue | reasonable ideas/questions to | reasonable ideas/questions to |
|  | ideas/questions to pursue | when doing the research. | pursue when doing the | pursue when doing the |
|  | when doing the research. |  | research. | research. |
|  |  |  |  |  |
| **Time Use** | Classroom time was used to | Classroom time was used to | Classroom time was used to | Student did not use classroom |
|  | work on the project. | work on the project the | work on the project the | time to work on the project |
|  | Conversations were not | majority of the time. | majority of the time, but | and/or was highly disruptive. |
|  | disruptive and focused on the | Conversations were not | conversations often were |  |
|  | work. | disruptive and focused on the | disruptive or did not focus on |  |
|  |  | work. | the work. |  |
| **Presentation (Learning of** | The students can accurately | The students can accurately | The students can describe any | The students cannot use the |
| **Content)** | describe 75% (or more) of the | describe 50% of the events on | event on the timeline if | timeline effectively to describe |
|  | events on the timeline without | the timeline without referring | allowed to refer to it and can | events nor to compare events. |
|  | refering to it and can quickly | to it and can quickly determine | determine which of two events |  |
|  | determine which of two events | which of two events occurred | occurred first. |  |
|  | occurred first. | first. |  |  |
|  |  |  |  |  |