

CATEGORY	4	3	2	1
Spelling and Capitalization	Spelling and capitalization were checked by another student and are correct throughout.	Spelling and capitalization were checked by another student and were mostly correct .	Spelling and capitalization were mostly correct, but were not checked by another student.	There were many spelling and capitalization errors.
Content/Facts	Facts were accurate for all events reported on the timeline.	Facts were accurate for almost all events reported on the timeline.	Facts were accurate for most (~75%) of the events reported on the timeline.	Facts were often inaccurate for events reported on the timeline.
Graphics	All graphics are effective and balanced with text use.	All graphics are effective, but there appear to be too few or too many.	Some graphics are effective and their use is balanced with text use.	Several graphics are not effective.
Learning of Content	The student can accurately describe 75% (or more) of the events on the timeline without referring to it and can quickly determine which of two events occurred first.	The student can accurately describe 50% of the events on the timeline without referring to it and can quickly determine which of two events occurred first.	The student can describe any event on the timeline if allowed to refer to it and can determine which of two events occurred first.	The student cannot use the timeline effectively to describe events nor to compare events.
Preparation	The student had notes about all the events and dates s/he wished to include on the timeline before beginning to design the timeline.	The student had notes about almost all the events and dates s/he wished to include on the timeline before beginning to design the timeline.	The student had notes about most (~75%) of the events and dates s/he wished to include on the timeline before beginning to design the timeline.	The student had not prepared adequate notes before beginning to design the timeline.
Time Use	Classroom time was used to work on the project. Conversations were not disruptive and focused on the work.	Classroom time was used to work on the project the majority of the time. Conversations were not disruptive and focused on the work.	Classroom time was used to work on the project the majority of the time, but conversations often were disruptive or did not focus on the work.	Student did not use classroom time to work on the project and/or was highly disruptive.
Resources	The timeline contained at least 8-10 events related to the topic being studied.	The timeline contained at least 6-7 events related to the topic being studied.	The timeline contained at least 5 events related to the topic being studied.	The timeline contained fewer than 5 events.

Software Learning	The student knows how to use the software and can accurately and clearly answer almost any question related to how to perform certain functions.	The student knows how to use the software and can accurately and clearly answer many questions related to how to perform certain functions.	The student knows how to use some parts of the software and can accurately and clearly answer a few questions related to how to perform certain functions.	The student does not appear to know how to use the software without assistance.
Readability	The overall appearance of the timeline is pleasing and easy to read.	The overall appearance of the timeline is somewhat pleasing and easy to read.	The timeline is relatively readable.	The timeline is difficult to read.

Leader:

Members:

Signatures:

Score: