

Timeline

- *Those students who wish to write and present a Timeline presentation should turn in both a hard copy of their timeline and come prepared to present a five minute portion of their timeline in front of the class on their assigned date. Timelines are due on the common due date.*

CATEGORY	100-90	89-80	79-65	64-0
Grammar & Spelling (Conventions)	<ul style="list-style-type: none"> ▪ Writer makes no errors in grammar, punctuation, penmanship (typing) or spelling that distracts the reader from the content. (10) 	<ul style="list-style-type: none"> ▪ Writer makes 1-2 errors in grammar, punctuation, penmanship (typing) or spelling that distract the reader from the content. (9) 	<ul style="list-style-type: none"> ▪ Writer makes 3-4 errors in grammar, punctuation, penmanship (typing) or spelling that distract the reader from the content. (8) 	<ul style="list-style-type: none"> ▪ Writer makes more than 4 errors in grammar, punctuation, penmanship (typing) or spelling that distracts the reader from the content. (6-0)
Events	<ul style="list-style-type: none"> ▪ The timeline contained at least 15 events related to the topic being studied. (15) ▪ The timeline provides dates and brief, clear summaries of each event. (15) 	<ul style="list-style-type: none"> ▪ The timeline contained at least 14-10 events related to the topic being studied. (13) ▪ The timeline provides both dates and brief summaries of each event. (13) 	<ul style="list-style-type: none"> ▪ The timeline contained at least 9-5 events related to the topic being studied. (12) ▪ The timeline provides both dates and summaries of each event. (12) 	<ul style="list-style-type: none"> ▪ The timeline contained fewer than 4 events. (11-0) ▪ Summaries were inadequate. (11-0)
Historical Accuracy	<ul style="list-style-type: none"> ▪ All historical information appeared to be accurate and in chronological order. (10) ▪ Student included more information than was required. (10) 	<ul style="list-style-type: none"> ▪ Most historical information appeared to be accurate and in chronological order. (9) ▪ Student included the majority of the information than was required. (9) 	<ul style="list-style-type: none"> ▪ Some historical information appeared to be accurate and in chronological order. (7) ▪ Student included some of the information than was required. (8) 	<ul style="list-style-type: none"> ▪ Very little of the historical information was accurate and/or in chronological order. (6-0) ▪ Student included very little of the information than was required. (6-0)
Creativity & Originality	<ul style="list-style-type: none"> ▪ Timeline shows considerable originality and inventiveness. (10) ▪ The content and ideas reflect the voice of the author, no material has been plagiarized. (10) 	<ul style="list-style-type: none"> ▪ Timeline shows some originality and inventiveness. (9) ▪ The content and ideas generally reflect the voice of the author. No material has been plagiarized. (9) 	<ul style="list-style-type: none"> ▪ Timeline shows an attempt at originality and inventiveness. (8) ▪ No material has been plagiarized. (8) 	<ul style="list-style-type: none"> ▪ Timeline is a rehash of other people's ideas and/or graphics and shows very little attempt at original thought. (6-0) ▪ There is some evidence that material has been plagiarized. (6-0)
Graphics	<ul style="list-style-type: none"> ▪ All graphics are effective and balanced with text use. (10) ▪ Student used a number of graphics to illustrate the Timeline (10) 	<ul style="list-style-type: none"> ▪ All graphics are effective (9) ▪ Students used at least five graphics to illustrate the timeline. (9) 	<ul style="list-style-type: none"> ▪ Some graphics are effective. (8) ▪ Student used 3-4 graphics to illustrate the timeline. (8) 	<ul style="list-style-type: none"> ▪ Several graphics are not effective. (6-0) ▪ Student used less than 2 graphics to illustrate the timeline. (6-0)

Total Points Possible 100 Points Received _____