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| |  | | --- | | **Timeline Project: The Great Fire - Chicago, 1871**  Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period: \_\_\_\_\_\_\_\_\_\_\_ | |

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| CATEGORY | **4** | **3** | **2** | **1** |
| **Dates** | An accurate, complete date has been included for each event. | An accurate, complete date has been included for almost every event. | An accurate date has been included for almost every event. | Dates are inaccurate and/or missing for several events. |
| **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. |
| **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. |
| **Fonts and Colors** | The use of font styles and colors is consistent and shows a logical pattern. It helps organize the material. | The use of font styles and colors is consistent and shows a logical pattern for the most part. It helps organize the material somewhat. | The use of font styles and colors is consistent , but is not used effectively to organize. | The use of font styles and colors is not consistent OR detracts from the organization. |
| **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. |
| **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. |
| **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. |
| **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. |