Human Rights Timeline Rubric

	4	3	2	1
Content	A diverse group of four	At least four people	At least three	Two or fewer
	or more people are	are depicted in the	people are	people are
	depicted through photos	timeline, and the	depicted in the	depicted, and the
	or drawings.	reason for their	timeline, but the	reason for their
		selection is clear.	reason for their	selection is not
	At least three quotes are		selection may not	clear.
	included that represent	At least three	be clear.	
	significant points of view	important quotes		Only one quote is
	or ideas on the topic.	are included.	At least two quotes	included.
			are included, but	
	At least two examples of	At least one	the reason for their	No examples of
	music, art, and literature	example of music,	selection may not	music, art, or
	are included.	art, and literature is	be clear.	literature are
		included.		included.
	Each piece on the		At least one	
	timeline is significant to	Components are	example of music,	Many pieces on
	the struggle for human	selected because	art, or literature is	the timeline are not
	rights.	of their	included.	related to the
		significance.		struggle for human
		A II	Some pieces on	rights.
		All pieces on the	the timeline are	
		timeline are related	related to the	
		to the struggle for	struggle for human	
		human rights.	rights, but they	
			may not be	
A 10 10 10 10 10 10 10 10 10 10 10 10 10	All itama are algorly	Most items are	significant. Few items are	Items are not
Appearance	All items are clearly labeled or captioned	labeled or	labeled or	labeled or
	appropriately.	captioned	captioned, or	captioned.
	appropriately.	appropriately.	labels do not fit the	capiloneu.
	The timeline is neat,	арргорпалету.	items.	Timeline is messy
	colorful and attractive.	The timeline is	itomo.	and unorganized.
	colorial and auractive.	neat.	Timeline is messy	and unorganized.
	The timeline contains no		or unorganized.	The timeline
	spelling or punctuation	The timeline		contains numerous
	errors.	contains a few	The timeline	spelling and
		spelling or	contains some	punctuation errors
		punctuation errors,	spelling and	that detract from
		none of which	punctuation errors	meaning.
		detract from	that detract from	
		meaning.	meaning.	
Questions	All of the requirements	Most of the	Some of the	Most of the
1	for the types of	requirements for	requirements for	requirements for
	questions are met.	the types of	the types of	the types of
		questions are met.	questions are met.	questions are not
	Literal questions focus	1.76		met.
	on important facts that	Literal questions	Literal questions	Litanal autoritions
	had a great impact on	focus on facts that	sometimes focus	Literal questions
	the human rights	had an impact on	on insignificant	focus on
	movement.	human rights.	facts.	insignificant facts.
	Connection and	Connection and	Connection and	Connection and
	synthesis questions	synthesis	synthesis	synthesis
	have many possible	questions have a	questions have a	questions are
	"correct" answers and	variety of possible	limited number of	similar to literal
	require the knowledge of	answers.	possible answers.	questions.
	facts about the topic.	answers.	possible allowers.	questions.
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	Connection questions require students to examine the entire timeline carefully, noticing facts and inferring themes from the components. The synthesis question requires students to construct "big ideas" from the timeline, connecting the ideas with information from other units, other courses, and their	Connection questions require students to connect the important information in your section to the information in other sections. The synthesis question asks students to combine information from several sources.	Connection questions focus on shallow ideas. The synthesis question asks students to combine information from the timeline with just one or two sources.	Connection questions do not ask students to make connections between ideas. The synthesis question asks students to get information just from the timeline.
Process	personal lives. The timeline was completed on or ahead of time. All group members participated equally in the project. Group members supported each other, found ways to help each other in areas of weakness, and took advantage of areas of strength.	The timeline was completed on time. All group members participated equally. If problems arose, a reasonable attempt was made to work them out within the group.	The timeline was one day late. Work level was distributed unequally, or problems were ignored or exacerbated by group members' responses.	The timeline was more than one day late. The group was dysfunctional and no efforts were made to resolve problems.