

Human Rights Timeline Rubric

	4	3	2	1
Content	<p>A diverse group of four or more people are depicted through photos or drawings.</p> <p>At least three quotes are included that represent significant points of view or ideas on the topic.</p> <p>At least two examples of music, art, and literature are included.</p> <p>Each piece on the timeline is significant to the struggle for human rights.</p>	<p>At least four people are depicted in the timeline, and the reason for their selection is clear.</p> <p>At least three important quotes are included.</p> <p>At least one example of music, art, and literature is included.</p> <p>Components are selected because of their significance.</p> <p>All pieces on the timeline are related to the struggle for human rights.</p>	<p>At least three people are depicted in the timeline, but the reason for their selection may not be clear.</p> <p>At least two quotes are included, but the reason for their selection may not be clear.</p> <p>At least one example of music, art, or literature is included.</p> <p>Some pieces on the timeline are related to the struggle for human rights, but they may not be significant.</p>	<p>Two or fewer people are depicted, and the reason for their selection is not clear.</p> <p>Only one quote is included.</p> <p>No examples of music, art, or literature are included.</p> <p>Many pieces on the timeline are not related to the struggle for human rights.</p>
Appearance	<p>All items are clearly labeled or captioned appropriately.</p> <p>The timeline is neat, colorful and attractive.</p> <p>The timeline contains no spelling or punctuation errors.</p>	<p>Most items are labeled or captioned appropriately.</p> <p>The timeline is neat.</p> <p>The timeline contains a few spelling or punctuation errors, none of which detract from meaning.</p>	<p>Few items are labeled or captioned, or labels do not fit the items.</p> <p>Timeline is messy or unorganized.</p> <p>The timeline contains some spelling and punctuation errors that detract from meaning.</p>	<p>Items are not labeled or captioned.</p> <p>Timeline is messy and unorganized.</p> <p>The timeline contains numerous spelling and punctuation errors that detract from meaning.</p>
Questions	<p>All of the requirements for the types of questions are met.</p> <p>Literal questions focus on important facts that had a great impact on the human rights movement.</p> <p>Connection and synthesis questions have many possible "correct" answers and require the knowledge of facts about the topic.</p>	<p>Most of the requirements for the types of questions are met.</p> <p>Literal questions focus on facts that had an impact on human rights.</p> <p>Connection and synthesis questions have a variety of possible answers.</p>	<p>Some of the requirements for the types of questions are met.</p> <p>Literal questions sometimes focus on insignificant facts.</p> <p>Connection and synthesis questions have a limited number of possible answers.</p>	<p>Most of the requirements for the types of questions are not met.</p> <p>Literal questions focus on insignificant facts.</p> <p>Connection and synthesis questions are similar to literal questions.</p>

	<p>Connection questions require students to examine the entire timeline carefully, noticing facts and inferring themes from the components.</p> <p>The synthesis question requires students to construct “big ideas” from the timeline, connecting the ideas with information from other units, other courses, and their personal lives.</p>	<p>Connection questions require students to connect the important information in your section to the information in other sections.</p> <p>The synthesis question asks students to combine information from several sources.</p>	<p>Connection questions focus on shallow ideas.</p> <p>The synthesis question asks students to combine information from the timeline with just one or two sources.</p>	<p>Connection questions do not ask students to make connections between ideas.</p> <p>The synthesis question asks students to get information just from the timeline.</p>
Process	<p>The timeline was completed on or ahead of time.</p> <p>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.</p>	<p>The timeline was completed on time.</p> <p>All group members participated equally. If problems arose, a reasonable attempt was made to work them out within the group.</p>	<p>The timeline was one day late.</p> <p>Work level was distributed unequally, or problems were ignored or exacerbated by group members’ responses.</p>	<p>The timeline was more than one day late.</p> <p>The group was dysfunctional and no efforts were made to resolve problems.</p>