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| |  | | --- | | Timeline : The French Revolution Teacher Name: **Mr. Jacobs**    Student Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |

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| CATEGORY | **4** | **3** | **2** | **1** |
| **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. |
| **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. |
| **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. |
| **Learning of Content** | The student can accurately describe 75% (or more) of the events on the timeline without refering 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 refering 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. |