



Rubric: History of Computers Exhibit



4	3	2	1
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.
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.
All graphics are effective and balanced with text use. Graphics matched all events.	All graphics are effective, but there appear to be too few or too many. Graphics matched most events.	Some graphics are effective and their use is balanced with text use. Graphics matched some events.	Several graphics are not effective.
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.
The timeline contained at least 10 events related to the topic being studied.	The timeline contained at least 7-9 events related to the topic being studied.	The timeline contained at least 5-6 events related to the topic being studied.	The timeline contained fewer than 5 events.
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.
Sentence structure, grammar, and spelling met middle school standards	Sentence structure, grammar, and spelling met many middle school standards	Sentence structure, grammar, and spelling met some middle school standards	Sentence structure, grammar, and spelling did NOT meet middle school standards
Titles and Voiceovers were used to highlight all facts	Titles and Voiceovers were used to highlight many facts	Titles and Voiceovers were used to highlight facts, but with inconsistencies	Titles and Voiceovers were not used to highlight facts
The student knows how to use the software and can accurately and clearly answer almost any question related to how to perform certain functions.	The student knows how to use the software and can accurately and clearly answer many questions related to how to perform certain functions.	The student knows how to use some parts of the software and can accurately and clearly answer a few questions related to how to perform certain functions.	The student does not appear to know how to use the software without assistance.