

# Rubric for the Timeline

	Excellent	Good	Incomplete
Impact	<p>Conveys information in a clear and accurate manner. The timeline makes good use of images and is easy to view. This timeline enhances and supports the student's research agenda in a visually plotted display.</p>	<p>Overall, a well done timeline, with one or two minor errors or issues. The timeline at a couple points may be somewhat cluttered or difficult to view. The timeline supports the student's research.</p>	<p>May inaccurately display data, or be difficult for the viewer to interpret. The timeline may not contain sufficient information. There are formatting issues with labels or features. The information is presented in a confusing manner. Overall, the timeline may not further the student's research.</p>
Data	<p>The timeline drew on careful research to create a detailed timeline. The information is accurate. <b>For bonus points but not required:</b> Two charts from Statista (or another data source) are used as backgrounds for slides within the timeline. <b>The sources for the information are clearly cited.</b></p>	<p>Generally demonstrates a good understanding of relevant information, and conveys events accurately and effectively. There may have been one or two gaps or issues with the data. The sources for information are poorly referenced. There were no charts from Statista for bonus points</p>	<p>The data chosen was problematic, inaccurate or irrelevant. There was insufficient information to make a visually appealing timeline. There may be no citations for where the data for this assignment was found.</p>

<b>Written Reflection</b>	Clearly written and well-edited for grammar and spelling, including complete sentences. Provides evidence of meaningful reflection and insights. Tightly organized.	Mostly well-written with a few errors in grammar or spelling. May not be as tightly organized as possible, or have particular insights.	Contains several errors that detract from the clarity and readability of the reflection. The piece lacks a clear organization, making the argument difficult to follow. Lacks evidence of sufficient thought or insight. There may be grammar or spelling mistakes.
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**Grading:**

A = All excellent

A- = Mostly excellent

B/B+ = Mostly Good

C+/B- = Good with some incomplete

C or below = incomplete in more than one area

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Please note that this rubric was adapted from colleagues' work and materials online.

The grading scale was adapted from the following source:

Houde, A., & Abt-Perkins, D. (n.d.). Rubric and grading advice from Professor Anne

Houde, biology; Advice on rubric design from Professor Dawn Abt-Perkins,

education. Word document. The original link for this source is no longer active.