

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Arkansas Timeline/Family Research Project

	20	15	10	5
<p>Historical Accuracy-Timeline</p> <p>H.6.2.3, H.6.2.5</p>	Includes 4 or more events related to the person's life. Events are important and historically accurate. All events are placed in the proper order and include a correct date.	Includes 4 events related to the person's life. Events are important and historically accurate. Most events are placed in the proper order and include a correct date.	Includes 3-4 events related to the person's life. Most events are important and may include some errors in accuracy. Some events are placed in the proper order and dates may be inaccurate or missing.	Includes less than 3 events related to the person's life. Most events are not significant and may include errors in accuracy. Events are not placed in the proper order and dates may be inaccurate or missing.
<p>Historical Content Knowledge (Presentation)</p> <p>H.6.2.3, H.6.2.5</p>	Demonstrates a very clear understanding of the topic and is able to discuss why this person is important. Presents information in a logical, easy to understand order.	Demonstrates a mostly clear understanding of the topic and is able to discuss why this person is important. Presents information in a logical, easy to understand order.	Demonstrates a basic understanding of the topic and is able to discuss why this person is important. Information may be presented in a confusing or unclear order.	Demonstrates a little to no understanding of the topic. Information may be presented in a confusing or unclear order.
<p>Biography</p> <p>CCSS-W.2.2, W.2.7</p>	Clearly summarizes the topic using all important facts and definitions to develop points. Writing is neat and easily legible. Includes an introduction and a concluding statement.	Summarizes the topic using most important facts and may include definitions to develop points. Writing is neat and legible. Includes an introduction and/or a concluding statement.	Attempts to summarize the topic using some important facts and may include less significant information. Writing is legible.	Copies the original language of the story/article.  Writing is very difficult or unable to be read.
<p>Grammar/Mechanics</p> <p>CCSS-L.2.1, L.2.2</p>	Contains 0 errors in punctuation, capitalization, spelling, and grammar  Uses all correct conventions of standard English grammar (i.e., collective nouns, verb tense, subject/verb agreement, etc.)	May contain some errors in punctuation, capitalization, spelling, and grammar that do not interfere with the meaning Uses mostly correct conventions of standard English grammar (i.e., collective nouns, verb tense, subject/verb agreement, etc.)	Contains several errors in punctuation, capitalization, spelling, and grammar that may interfere with the meaning  Uses some correct conventions of standard English grammar (i.e., collective nouns, verb tense, subject/verb agreement, etc.)	Contains many errors in punctuation, capitalization, spelling, and grammar that interfere with the meaning  Uses little correct conventions of standard English grammar.
<p>Oral Presentation</p> <p>CCSS-SL.2.2</p>	Demonstrates strong enthusiasm about topic during entire presentation . Speaks very clearly at a pace and volume that is easy to understand, pronounces all words correctly, and voice is animated and engaging to the audience (i.e, not monotone).  Holds attention of the entire audience with the use of direct eye contact, seldom looking at notes.	Shows some enthusiastic feelings about topic. Speaks clearly at a pace and volume that is easy to understand, pronounces most words correctly, and voice is animated and engaging to the audience (i.e, not monotone).  Consistent use of direct eye contact with audience, but still returns to notes	Shows little or mixed feelings about the topic being presented. Speaks at a pace and/or volume that is difficult to understand, may have some errors in pronunciation, and voice may be monotone. Speaker reads directly from notes.  Displays minimal eye contact with audience, while reading mostly from the notes	Shows no interest in topic presentation. Speaks at a pace and/or volume that is difficult to understand, has many errors in pronunciation, and voice is monotone. Speaker reads directly from notes.  Holds no eye contact with audience, reads entire report from notes