NATIONAL CENTER FOR CIVIL AND HUMAN RIGHTS

STONEWALL UPRISING TIMELINE AND PHOTO EXHIBIT RUBRIC

Student Name(s):

CRITERIA	EXCELLENT (4)	PROFICIENT (3)	DEVELOPING (2)	EMERGING (1)
Selection of Five Sources	Student carefully selects five primary sources that provide diverse perspectives and cover different aspects of the historical topic.	Student selects five primary sources that are relevant to the historical topic, but they may lack diversity in perspectives or aspects.	Student selects five primary sources, but they may not be fully relevant to the historical topic or lack diversity in perspectives or aspects.	Student selects fewer than five primary sources or selects sources that are not relevant or significant to the historical topic.
Analysis of Sources	Student demonstrates a thorough analysis of each primary source, considering the author, date, context, purpose, and intended audience. The analysis reveals important historical facts, perspectives, and events.	Student demonstrates a solid analysis of each primary source, considering the author, date, context, purpose, and intended audience. The analysis reveals significant historical facts, perspectives, and events.	Student demonstrates a basic analysis of each primary source, but some aspects like author, date, context, purpose, or intended audience may be lacking. The analysis reveals limited historical facts, perspectives, and events.	Student demonstrates a limited analysis of each primary source, with minimal consideration given to the author, date, context, purpose, and intended audience. The analysis reveals little historical facts, perspectives, and events.
Organization of Sources	Student effectively organizes the primary sources on the timeline, using a logical and coherent structure. The arrangement demonstrates a deep understanding of the historical topic.	Student organizes the primary sources on the timeline, but the structure may lack some logical flow or coherence. The arrangement demonstrates a good understanding of the historical topic.	Student attempts to organize the primary sources on the timeline, but the structure may be confusing or lack logical flow. The arrangement demonstrates a basic understanding of the historical topic.	Student struggles to organize the primary sources on the timeline, resulting in a structure that is unclear or lacks logical flow. The arrangement demonstrates a limited understanding of the historical topic.
Descriptions and Context	Student provides clear and insightful descriptions or captions for each primary source, effectively explaining their significance and providing additional context. The descriptions demonstrate a deep understanding of the historical events or themes represented by the sources.	Student provides adequate descriptions or captions for each primary source, explaining their significance and providing some additional context. The descriptions demonstrate a good understanding of the historical events or themes represented by the sources.	Student provides basic descriptions or captions for each primary source, but they may lack clarity or depth in explaining their significance and providing additional context. The descriptions demonstrate a basic understanding of the historical	Student provides minimal or unclear descriptions or captions for the primary sources, lacking in explaining their significance or providing additional context. The descriptions demonstrate a limited understanding of the historical events or themes represented by the sources.

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			events or themes represented by the sources.	
Overall Quality	Student demonstrates a comprehensive and high-quality timeline, showing a deep understanding of the historical topic, utilizing a variety of relevant and significant primary sources, and effectively organizing and explaining their significance.	Student demonstrates a well-developed timeline, showing a good understanding of the historical topic, utilizing relevant primary sources, and organizing and explaining their significance.	Student demonstrates a partially developed timeline, showing a basic understanding of the historical topic, utilizing some relevant primary sources, and attempting to organize and explain their significance.	Student demonstrates a limited or incomplete timeline, showing a limited understanding of the historical topic, utilizing few relevant primary sources, and struggling to organize and explain their significance.

Note: This rubric is intended to provide general guidance for assessing student work on creating a timeline using primary sources. Teachers may modify the rubric based on specific learning objectives and additional criteria.