



Evaluation Rubric



Excellent	Good	Satisfactory	Needs Improvement
Research and Inquiry Skills			
Student independently identifies necessary, relevant original documents to complete the five generation charts.	Student applies all of the suggested strategies to conduct productive, oral research/interviews.	Student independently identifies most relevant original documents to complete the five generation charts.	Student applies most of the suggested strategies to conduct productive oral research/interviews.
Developing Timeline and Genealogical Chart			
Student, with the help of an adult, identifies relevant original documents to complete the five generation charts.	Student applies some of the suggested strategies to conduct productive oral research/interviews.	Student, with considerable help of an adult, identified relevant original documents to complete the five generation charts.	Student applies few of the suggested strategies to conduct productive oral research/interviews.
Developing Timeline and Genealogical Chart			
Facts were accurate for all events reported on the timeline and information included in the genealogical charts.	Facts were accurate for almost all events reported on the timeline and information included in the genealogical charts.	Facts were accurate for most (about 75%) of the events reported on the timeline and information included in the genealogical chart.	Facts were often inaccurate for events reported on the timeline and information included in the genealogical chart.
Learning Content and Understanding of Concepts			
The student can accurately describe 75% (or more) of the people/events on the timeline and genealogical charts without referring to them and can quickly determine which of	The student can accurately describe 50% (or more) of the people/events on the timeline and genealogical charts without referring to them and can determine which of two events occurred first or which family member was born	The student can describe any people/events on the timeline and genealogical chart if allowed to refer to them and can determine which of two events occurred	The student cannot use the timeline and the genealogical chart to effectively describe events nor to compare events.



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two events occurred first or which family member was born first.	first.	first or which family member was born first.	
Preparation and Research			
The student had notes about all the family members, events and dates and source of information he wished to include in the genealogical chart and on the timeline before beginning the activities.	The student had notes about almost all the family members, events and dates he wished to include in the genealogical chart and on the timeline before beginning the activities.	The student had notes about most (about 75%) of the family members and events and dates he wished to include in the genealogical chart and on the timeline before beginning the activities.	The student had not prepared adequate notes before beginning the genealogical charts and timeline activities.
Communication of Appropriate Knowledge			
Student consistently used and understood appropriate terminology associated with genealogy, research and history.	Student usually used and understood appropriate terminology associated with genealogy, research and history.	Student sometimes used and understood appropriate terminology associated with genealogy, research and history.	Student rarely used and understood appropriate terminology associated with genealogy, research and history.
Using Computer to Complete Activities			
Student knew how to use the software and could accurately and clearly answer almost any question related to how to perform certain functions.	The student knew how to use the software and could accurately and clearly answer many questions related to how to perform certain functions.	The student knew how to use some parts of the software and could accurately and clearly answer a few questions related to how to perform certain functions.	The student did not appear to know how to use the software without assistance.