Modern Latin America SP 2020: Digital Timeline Project   **Name:**   **Country:**

Criteria	Excellent	Good	Satisfactory	Needs Work	Comments
Primary Source Selection	Student identified a variety of high-quality sources representing a thoughtful and creative approach.	Student curated very good sources clearly relevant for the project. Good variety of sources.	Student could look for more helpful or pertinent sources, or for a wider variety.	Sources do not demonstrate research skills (too similar, and/or less relevant).	
Primary Source Analysis	Thoughtful evaluation of how the sources reveal the authors' POVs, methods, and intended audiences.	Clear & logical discussion of the authors' POVs, methods, and audiences.	Some discussion, but could be more detailed or demonstrate more critical thinking skills.	Insufficient attention to authors' POVs, intents &/or methods.	
Historical Interpretation (Periodization)	Makes a strong, precise argument linking each primary source to its historical period.	Makes a strong argument but speaks broadly.	Makes a weak argument.	Has an introduction but no argument.	
Scholarly Research (Country Knowledge)	Entries demonstrate a sophisticated understanding of national history.	Entries show a very good foundation in national history.	Entries demonstrate a clear understanding of national history covered in *BB&F*.	Entries do not contain enough detail about the specific national context.	
Use of Evidence	Multiple relevant examples to support all claims, which are clearly linked to the central argument.	Clear indication of the relationship between relevant evidence and main ideas.	Some uses of examples, but less clarity about how they fit together.	Entries lack sufficient examples.	
Source Analysis	Nuanced, balanced analysis of the primary sources & what they reveal.	Intro demonstrates clear insight into the sources. Balanced critiques.	Competent use of sources. Could consider more aspects of the works.	Descriptive use of undigested primary sources.	
Links to Course Themes	Sophisticated, compelling analysis making links to course themes.	Persuasive assessment well supported by specific examples.	General assessment that could be strengthened by specific examples.	Broad assessment or judgment based on unsubstantiated personal opinion	

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Relevance	All material relevant	Most material relevant	Some irrelevant material or repetition	Much irrelevant material	
Supporting Materials	Image, tags, and media work together to enhance readers' understanding.	Image, tags, and media are all chosen to communicate your ideas.	Supporting materials make it easier for readers to navigate your entries.	Problems with the images/tags/media make it hard to navigate.	
Writing	Clearly structured entries guided by thesis and topic sentences. No grammatical errors.	Somewhat clearly structured entries guided by thesis and topic sentences. No (or minimal) grammatical errors.	Some examples of poor sentence structure or other writing issues that make the intro less effective.	Communication of ideas undermined by writing issues.	
Citations	All sources correctly cited.	Only minor errors of citation.	Formatting problems but all sources indicated.	Inadequate citations.	
Digital Composition	Aesthetically striking & works seamlessly; student took advantage of the digital format.	Attractive & functions well; student took advantage of the digital format.	Minimal attention to design, but no errors.	Unattractive, &/or issues with page function.	

Some Common Issues (check all those that apply)

_____ Think about how to pick primary sources that better contribute to your historical analysis.

_____ Your project would benefit from more attention to visual communication and aesthetics.

_____ There is too much summary or background here.

_____ Make sure that you show how your argument draws on reputable scholarly sources.

_____ How do your primary sources contribute to an argument about historical change over time in your country?

_____ Edit carefully to more persuasively communicate your argument.

Comments