

# GeoPriSM Community Atlas Rubric Final

Use this form to evaluate one of the community atlases developed as part of the GeoPriSM project. The rubric is designed to evaluate the entire atlas by examining the collection of individual maps created. When answering the questions, choose the option which applies to the majority of the maps in the atlas. If there are examples that don't meet the criteria chosen you can provide information regarding those maps in the comments.

	Performance Statements			
Overarching Objectives	Novice (1) (corresponds to Grade band 4*)	Developing (2) (corresponds to Grade band 8*)	Proficient (3) (corresponds to Grade band 8*)	Expert (4) (corresponds to Grade band 12*)
<b>ASK</b>	<b>Students are able to identify geographic issues and construct questions from a geographic perspective.</b>			
<b>ASK Key Questions</b>	Construct or address a question or questions with a <b>spatial perspective</b> .	Construct questions with a spatial perspective that explore the <b>significance of the location</b> of places or events.	Construct questions from a spatial perspective that explore the significance of the location of places or events and that pertain to <b>issues of local, regional, or global importance</b>	Construct questions from a spatial perspective that explore the significance of the location of places or events, that pertain to issues of local, regional, or global importance and that <b>explain past trends or inform possible future scenarios</b> .
<b>ACQUIRE</b>	<b>Students are able to determine appropriate sources of geographic data and are able to acquire geographic data.</b>			
<b>ACQUIRE Geographic Data</b>	<b>Find and use geographic data.</b>	<b>Find and/or collect</b> geographic data <b>from secondary and primary sources</b> .	Find and/or collect geographic data from secondary and primary sources and <b>explain how it can be used</b> in a geographic investigation.	Find and/or collect geographic data from secondary and primary sources, <b>evaluate the reliability of the data</b> , and explain how it can be used in a geographic investigation.
<b>ACQUIRE Content Knowledge</b>	<b>Content is minimal</b> and may contain misconceptions.	Includes <b>some essential information</b> about the topic, but there could be more information and there are some factual errors.	Includes <b>sufficient information</b> to understand the essential nature of the topic, with only one or two minor factual errors.	<b>Covers topic in-depth</b> with fully accurate and relevant supporting details and examples, and subject content is excellent.
<b>ACQUIRE Identify Major Features</b>	<b>Important features and/or labels are missing</b> , inaccurate or unclear.	<b>Many major features are included</b> and accurately labeled, but some features are missing, unnecessary, or inaccurate.	<b>Most major features are included</b> and accurately labeled, and there are only one or two minor omissions or inaccuracies.	<b>Major features are all included, accurately identified, and clearly labeled.</b>
<b>ORGANIZE</b>	<b>Students are able to construct appropriate forms of visualizations to represent different types of geographic data.</b>			
<b>ORGANIZE Organize and Display Visual Data</b>	Construct a simple <b>map, graph or table</b> displaying geographic data.	Construct a simple map, graph or table displaying geographic data, <b>using different methods</b> such as classification, and symbolization.	Construct a map, graph, or table displaying geographic data, and <b>analyze the advantages and disadvantages</b> of using different methods such as classification, and symbolization.	Construct a map, graph or table displaying geographic data, analyze the advantages and disadvantages of using different methods such as classification, and symbolization, and <b>evaluate alternatives for organizing and displaying</b> geographic information.

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<b>ORGANIZE</b> <b>Map Design</b>	Most map elements (such as legend, symbols, grid, scale, and direction) <b>are either missing, inaccurate, or inappropriate</b> , making the map difficult to understand.	Some <b>map elements</b> necessary for understanding are included, but a number <b>are missing or improperly used</b> .	Almost all map elements are included, but a <b>few are either difficult to find, unclear, or inaccurate</b> .	<b>All map elements necessary for understanding are incorporated</b> , accurate, and clearly presented.
<b>ANALYZE</b>	<b>Students are able to analyze geographic data using a variety of spatial concepts to describe relationships, patterns and trends.</b>			
<b>ANALYZE</b> <b>Patterns and Trends - Visual Display</b>	<b>Identify</b> relationships, patterns and trends in geographic data in simple maps.	Identify relationships, patterns and trends in geographic data <b>using two or more maps or sets of geographic data</b> .	Identify relationships, patterns and trends in geographic data using multiple data sources and employing <b>spatial concepts such as buffers, and overlays</b> .	Identify relationships, patterns and trends in geographic data using multiple data sources and employing spatial concepts such as buffers, and overlays that <b>incorporate geographic models and theories</b> .
<b>ANALYZE</b> <b>Patterns and Trends - Narrative</b>	There is <b>no obvious written analysis or conclusion</b> .	There is an attempt to analyze the data, but it is either incorrect, or <b>does not either clearly explain or support</b> the visuals or data presented.	The data is well explained, but the <b>analysis is missing some components</b> needed for a complete understanding of the topic.	The end product includes a very <b>thorough explanation of the research process</b> including data collection and analysis, and includes answers to the geographic questions.
<b>ANSWER</b>	<b>Students are able to explain generalizations and conclusions in order to present answers to geographic questions.</b>			
<b>ANSWER</b> <b>Key Question</b>	<b>Describe</b> how maps, graphs and tables <b>answer</b> geographic questions.	Answer geographic questions and <b>explain the steps</b> used in collecting, organizing, and analyzing data.	Construct a presentation that describes the research process and <b>defends answers</b> to geographic questions.	Explain and <b>evaluate the credibility of</b> geographic data and the research processes used to inform answers to geographic questions.
<b>ANSWER</b> <b>Atlas Theme</b>	The atlas <b>does not have a focus</b> or overarching theme	The atlas <b>has a focus or overarching</b> theme but some elements add confusion to the project.	The elements of the atlas <b>contribute to an understanding of the focus</b> or overarching theme.	The selection, variety, and quality of the maps, graphs, tables, and images <b>greatly enhances the atlas presentation of the focus</b> or overarching theme.
<b>ANSWER</b> <b>Bibliography</b>	<b>No bibliography</b> is included.	<b>Minimal sources</b> are provided, they are mostly secondary, and most are improperly cited.	A moderate number of sources are provided, the majority are secondary, and most, are <b>properly cited</b> .	The bibliography is comprehensive, includes <b>both primary and secondary</b> sources for all data, and all sources are properly cited.
<b>ANSWER</b> <b>Copyright</b>	Citations are <b>not</b> provided for any included images.	<b>Copyright issues are addressed</b> , but not thoroughly for both original and other images.	All images and video are <b>original</b> , or appear to be. Copyright is assumed.	All images and video are original, or <b>reference to permission is stated</b> , and content is copyrighted or licensed through Creative Commons.
<b>ANSWER</b> <b>Grammar</b>	Grammar and spelling is <b>very poor</b> , interfering with the understanding of the project.	<b>Many spelling and grammatical mistakes</b> leads to impaired understanding.	There are <b>only a few spelling or grammatical mistakes</b> so comprehension is high.	Contains virtually <b>no spelling or grammatical mistakes</b> .

**Notes:**

1. Overarching Objectives (purple) are identical with GeoPriSM objectives and are based on the National Geography Standards, Second Edition
2. Performance Statements (white) are used to measure the Standards.
3. Performance Statement Levels (Novice, Developing, Proficient, Expert) correspond to specific grade bands as referenced in the Standards.