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INTRODUCTION

Authentic assessment is a philosophy of teaching and learning that asks students to use their knowledge and skills to produce a product that is as “real-world” or authentic as the teacher can make it. As students engage in authentic assessment tasks, they are learning as well as being assessed. Therefore, the assessment goes beyond being a final evaluation of a given unit of study; instead, the instruction continues as the students produce work that demonstrates what they know and how they can apply their knowledge.

Before planning any authentic assessment, we must describe what it is that we want students to know and be able to do. We may begin by outlining the geographic issues and concepts we want them to know, understand, and use. Then, we integrate other essential skills and information from other content areas, such as literature, math, science, and the arts.

The diagram below illustrates this approach to teaching and assessing an integrated geography program.

![Diagram of an integrated geography program]

AN INTEGRATED GEOGRAPHY PROGRAM

Six Essential Elements

- Literature
- The Arts
- Communication Skills
- Work Habits

Math Problem Solving
- Science
- Information Problem Solving
DEFINING AUTHENTIC ASSESSMENT

We use authentic assessment to judge the quality of a student’s response to an authentic assessment task. Each assessment task is designed to combine geographic concepts with supporting information (often from other disciplines). Each task requires steady work habits as well as the skills to communicate geographic understanding to others. The authentic assessment task attempts to put the student in a “real-world” context so that classroom learning can be put to authentic uses. Tasks may incorporate a number of themes and disciplines or, like the examples below, focus on a given geographic element.

I. THE WORLD IN SPATIAL TERMS: POSITION ON EARTH’S SURFACE

Locating New Lands
As a first step in creating your own country and drawing a map of it, you must identify the climate zones of your country. One region of your country must have one of the following climates: tropical, humid subtropical, Mediterranean, or tundra. Draw a map of your country, name it, locate the capital, and give the longitude and latitude coordinates for the capital.

II. PLACES AND REGIONS: PHYSICAL AND HUMAN CHARACTERISTICS

Cultural Fair
You and a partner have been asked to create a display of cultural artifacts from your assigned country. Many aspects of your country’s culture should be represented. Your goal is to inform your audience (teachers, students, parents, and friends) about the distinctive things your country has to offer.

III. PHYSICAL SYSTEMS: CREATING, SUSTAINING, AND MODIFYING ECOSYSTEMS

Mountain Adventures
As the owners of All-Star Mountaineering Expeditions, you and a partner plan backpacking trips for adventurers in three different mountain ranges of the world. Create a travel brochure describing the three regions, including elevations of mountains, a history of volcanic activity, rivers and lakes, climate, and the animal, plant, and human communities the hikers are likely to encounter.

IV. HUMAN SYSTEMS: HUMANS INTERACTING ON EARTH

Latin America—A Blending of Peoples
Create a bulletin board display that shows how the people of present-day Latin America are a blending of different ethnic groups. Begin with three Native American peoples and show how European exploration and subsequent waves of immigration resulted in the blending.

V. ENVIRONMENT AND SOCIETY: HOW HUMANS INFLUENCE EARTH

Environmental Database
Working with a partner, choose three countries or regions where people face significant environmental challenges. Create a database consisting of information about these challenges and the actions being taken to address them. Present your findings in spreadsheet format.

VI. THE USES OF GEOGRAPHY: HOW REGIONS FORM AND CHANGE

Categorizing European Regions
A fifth-grade class is trying to understand the concept of “regional geography.” To illustrate that many different elements can define a region, create an idea web showing the different ways of assigning regions within Europe. For example, one way of categorizing European regions is by climate. What other ways can you distinguish the regions of Europe?
AUTHENTIC ASSESSMENT AND SIMULATIONS

As we decide how to use our knowledge and skills, we must always consider the context. Asking students to use their geographic learning for quizzes and tests about map making, for example, is the traditional school context. But when we ask the students to “become” land- and water-use experts who are surveying an area for the best possible location for their hydroelectric company customer, we are creating a more authentic, real-world context. Authentic assessment tasks, therefore, should involve students in problems that are similar to those encountered in the larger world.

AUTHENTIC ASSESSMENT IS ALSO A LEARNING ACTIVITY

Authentic assessment is designed to improve the student. While a traditional test is designed to take a snapshot of what the student knows, the authentic assessment task involves the student in work that actually makes learning more meaningful and builds on the student’s present knowledge and skills. As a student is engaged in an assessment task with assessment lists and examples of excellent work, both learning and assessment are occurring.

BALANCING TRADITIONAL TESTING AND AUTHENTIC ASSESSMENT

When we consider the geographic literacy of our students, traditional testing can indicate how much information they have acquired. Authentic assessment differs from traditional testing in that it gives us insight into how well students can use the information that they have mastered.

Thus there is value in both forms of assessment. In fact, it may be beneficial at times to use traditional testing prior to giving an assessment task, as the flowchart below illustrates. Each teacher must find the proper balance between traditional testing and authentic assessment.
THE AUTHENTIC ASSESSMENT SYSTEM

In a complete authentic assessment system, teachers:

• design authentic tasks that ask students to apply and use what they have learned;
• provide classroom assessment lists that identify the elements to be included in the task or product;
• provide students with examples or models of excellent work;
• encourage student self-assessment to improve performance and monitor progress; and
• develop and use rubrics to give an overall score to the task or product.

DESIGNING ASSESSMENT TASKS FOR AUTHENTIC ASSESSMENT

Assessment tasks are the core of an authentic assessment system. Without engaging, meaningful, and instructionally sound tasks, the system cannot function.

When building a task, teachers must first consider what geographic knowledge, information, and skills they wish the students to apply and use. Next, teachers must consider the communication skills and problem-solving skills that their students possess. Whenever possible, teachers should encourage students to connect knowledge from other content areas—mathematics, science, literature, and the arts—with their understanding of the geography issues. Finally, the teacher creates the authentic assessment task, giving students the opportunity to apply their knowledge and skills to a “real-world” problem or situation.

As the teacher designs the task, it is important to remember the following critical elements of a good assessment task:

1. Essential
   The task must focus on the most important elements of the course.

2. Curriculum-Centered
   The task must fit into the social studies curriculum and provide a good way to assess the student’s understanding of content and thinking process.

3. Integrative
   The task must require the student to put together relevant information and skills, using social studies and other disciplinary concepts and work habits.

4. Engaging
   The task must capture students’ attention.

5. Activating
   As the students begin working on the task, they should become more and more engaged and be willing to work harder.

6. Feasible
   The time, information sources, and other resources must be available in reasonable quantities to complete the task.

7. Safe
   The activity must be safe for the student and for others.
8. Equitable
All students must have a fair chance to undertake and be successful in the task. The context should be reasonably engaging for all.

Cooperative work is often used in assessment tasks. It is a good strategy to engage and activate students in projects where the group works on a single product or task. Each individual must have an important part and be held accountable for it.

10. Structured
The task should have enough structure so that the students have a reasonable understanding of its step-by-step procedures. Structure can be provided through the description of the task, the description of materials and procedures, the scoring rubric and classroom assessment list of criteria (given to the students ahead of time), and the examples of excellent work on similar but not identical tasks.

11. Results in an Authentic Product
The product should be very similar to products found in the real-world context that the task is meant to simulate. The product should not be one that is unique to schools.

12. Requires an Authentic Process
The processes the student uses to complete the task should be similar to the processes used by professional people working on a similar task in the larger world.

13. Assumes an Authentic Audience
Preparing a product for an audience other than the student’s traditional realm of classmates, parents, and teachers creates a more authentic atmosphere in which to complete the task. Hence, when students create a product for a different audience, such as other students in the school or in different schools, a specific adult or group outside the school, a business client or government agency, they must consider the best ways to communicate with that audience.

14. Specifies the Criteria Used to Judge Quality
The criteria used to judge the quality of the process and the products should be shared with the students at the beginning of the task. The students may be involved in setting these criteria. Students use these criteria to guide themselves in the work and assess the work. Classroom assessment lists are a way to share the criteria with students.

15. Incorporates Models of Excellent Work
Models of excellent work should be displayed. The models are of work similar to but not the same as the current task. A variety of examples of excellent work shows that excellence comes in many forms.

16. Provides Opportunities for Self-Assessment
The task should include a way for the student to engage in self-assessment of the process and the product.

17. Encourages Outside Assessment
If the audience for the product of this task is other than the teacher and classmates, that outside audience could provide their assessment of the product or task. Outside audiences should be used whenever possible.

18. Provides a Feedback and Revision Loop
The task must allow the opportunity for the student to get feedback from peers or the teacher while the work is in progress and the opportunity to revise and refine the product and the process in the course of completing the task.
Most teachers would agree that the traditional multiple-choice pencil-and-paper assessment is objective and quick to grade. Thus, when making the shift to authentic assessment, it is natural for teachers to be concerned about the twin issues of subjectivity and time management. Two questions that teachers frequently ask are “How long will it take me to evaluate the students’ work?” and “Won’t my opinion of the students’ work be very subjective?” Using a classroom assessment list, like the one on page 7, to score student work helps to alleviate both concerns. To illustrate this point, consider example task VI, “Categorizing European Regions,” from page 2.

In this task the students are asked to use their knowledge about Europe to create an idea/web organizer to show fifth-graders how regions can be created and changed (a “real-world” task). The classroom assessment list for an idea/web organizer lists the elements of an appropriate web (the Element Assessment column). The teacher customizes the list by assigning a point value to each of the elements (the Possible Points column). The teacher may also add elements to accommodate specific instructional or unit goals. In this way, the teacher may tailor the list to meet the needs of individual classes or the manner and method of instruction.

When students are given the task, they also receive a copy of the classroom assessment list with the point values listed, so they should have a complete understanding of the teacher’s expectations of the product. Students use the list to guide their preparation of the idea/web organizer. Thus, from the start, both the student and the teacher are clear about the criteria for success on the project. As a result, scoring the product becomes quicker and less subjective.

**Modifying the Classroom Assessment List**

The classroom assessment lists may be used as they are presented in this book, or they can be modified by the teacher to tailor them to a specific task. Some teachers shorten the lists to focus on particular elements in accordance with the needs of the class. The lists may also be combined with other lists or reworded to communicate more effectively with a particular group of students.
### Classroom Assessment

**List for an Idea/Web Organizer**

<table>
<thead>
<tr>
<th>Element Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Points Possible</td>
</tr>
<tr>
<td>1. Geometric figures are used. There is a large central figure and smaller shapes surrounding it.</td>
</tr>
<tr>
<td>2. Geometric shapes are used throughout the web to convey relationships between elements in the web.</td>
</tr>
<tr>
<td>3. The topic is listed in the central figure, and the main ideas connecting to the topic are placed in the qualifiers (smaller figures).</td>
</tr>
<tr>
<td>4. There is an appropriate number of details supporting each main idea.</td>
</tr>
<tr>
<td>5. The graphic information shows that the student has included enough information to indicate that he or she thoroughly understands the concepts.</td>
</tr>
<tr>
<td>6. The information is accurate and creative. It has illustrations to make it interesting.</td>
</tr>
<tr>
<td>7. Space, shapes, textures, and colors provide information themselves and add to the overall effectiveness of the web.</td>
</tr>
<tr>
<td>8. The web is neat, clear, and presentable. It has no mechanical mistakes.</td>
</tr>
</tbody>
</table>

**TOTAL:**
USING MODELS OF EXCELLENT WORK TO IMPROVE STUDENT PERFORMANCE

Although the classroom assessment list clearly delineates the expectations for the student, it may not be enough of a guide for all students. Some students need to study examples of excellent products before they completely understand the process, or what a task is asking them to do. These examples could come from published sources, or they could be the work of other students.

In the beginning, teachers must use examples that they either collect from published sources or create themselves. Many students are unsure of their abilities to match the models created by adults. Therefore, teachers should whenever possible collect models of excellence created by students. It is important, however, that the models being used are similar to, but not the same as, the task that the students are working on. For example, photographs or videotapes of bulletin boards created for different purposes might be used as models for the “Latin America—A Blending of Peoples” task described in example task IV on page 2.

These examples of excellent work set the standard of quality for that kind of product or task for students at that grade level. Teachers of students at the same grade level should work together to identify and collect excellent work that might be used as models to set those standards. The collection should show a variety of high quality work so that students will see that excellence comes in many different forms. Thus, they will understand that there are many solutions to the same problem.

ENCOURAGING STUDENT SELF-ASSESSMENT TO IMPROVE PERFORMANCE AND MONITOR PROGRESS

An important goal of education is to help students become independent learners who are willing and able to assess their own learning, set meaningful goals for themselves, and monitor their progress toward those goals. Working at assessment tasks using classroom assessment lists and models of excellence can help achieve this goal of education.

Early in the year and periodically throughout the school year, students should be encouraged to take a critical look at themselves as learners. They should list and describe their strengths and weaknesses before they are expected to set meaningful and realistic goals for themselves. The teacher’s role in this process is to guide the students beyond the vague, general goals—“I want to get an A in geography”—toward realistic, achievable goals—“I want to improve my accuracy on projects.”

Once the student and teacher have agreed upon a set of goals (generally two or three are sufficient), the job of self-assessment and monitoring progress begins. Self-assessment becomes easier with the use of the classroom assessment lists. Since the students are given these lists prior to beginning their work on the task, they may use the list as a checklist, marking off each element as it is completed. Then, before turning the work in to the teacher, the student should complete the self-assessment column carefully, honestly, and as accurately as possible.
Some teachers ask students to mark or explain their work in some way to show evidence that a certain element on the assessment list has been carried out. For example, in the “Categorizing European Regions” idea/web organizer, students may be asked to show how the geometric shapes convey relationships between the elements in the web. Students may also be asked to demonstrate that there are sufficient facts from their research to show that they understood the concept of how regions are formed and how they change.

By having to go back to their work and actually point out the evidence they used to make a judgment about elements on the list, the students pay closer attention to the quality of their work. During this final self-assessment, students often find problems and deficiencies in their own work, and teachers may choose to allow the student time to revise and correct the weaknesses before turning the work in for a grade.
TEACHING STUDENTS TO USE CLASSROOM ASSESSMENT LISTS

The ability to assess one’s work does not come easily. In the beginning, students have a tendency to either vastly overestimate or seriously underestimate the quality of their work. They need help and training in the use of classroom assessment lists.

One successful strategy is to show students excellent examples of a product such as an idea/web organizer. The teacher goes over each element on the list and relates it to elements of the web. Then, students are shown flawed webs and asked to use the classroom assessment list in cooperative groups to assess the webs and make suggestions for improvement. Finally, the students are ready to use the lists to assess their own webs.

If your assessment list uses point values, it is important to teach the student what those point values mean. For example, if a given element is worth 15 points (of a possible 100 points), students need to understand that if they have done an average job on that element, they should give themselves 10–11 points. A good job is worth 12–13 points; an excellent job is worth 14 points; and perfection is worth 15 points.

These or other strategies should be repeated for each new classroom assessment list. Once students have learned to use the lists, they produce work that is far superior to that produced when they are playing the “guess what the teacher wants” game. The work is neater, more organized, more accurate, and more complete, making the job of scoring the work easier and less subjective.

In a very real sense, teaching students to use the classroom assessment list shifts the role of the teacher from that of judge and critic to one of validator and coach. As the teacher scores the product, he or she also evaluates the reasonableness and accuracy of the student’s self-assessment. If the teacher and the student disagree on the assessment, a conference can be scheduled. The teacher asks the student to locate evidence of the element in question within the product. Together, the student and teacher come to a consensus about the assessment. These conferences help students to become better self-assessors, which helps to improve their work on the next assessment task. In addition, students who are good at self-assessment are also better at peer assessment. The system thus builds a “community of learners” environment from which all may benefit.

ASSESSMENT AND GRADING

A grade at the top of the paper may give a student an overall assessment of the quality of her or his performance, but it does not help the student to see the quality of the individual elements of the project. To help students understand their grades, many teachers spend considerable time writing comments about the student’s performance. Sometimes the comments are clear and easy for the student to understand. Far too often, though, students do not take the time to read and contemplate the teacher’s written feedback. Using classroom assessment lists helps students narrow down those areas at which they need to work. As they look at their assessment lists, students can easily identify those elements on which they have performed well and those elements that require more attention on the next assessment or during the revision stage.
The **“Two-Decision Rubric”**

A rubric is a set of descriptions of the quality of a process or product. The set of descriptions forms a continuum of quality from excellent to poor. There are many varieties of rubrics. The one used here is a six-level rubric called a “Two-Decision Rubric.”

- **S** Superb, unusually excellent
- **T** Evenly excellent
- **U** Unevenly excellent, one or two important elements that are not excellent
- **V** Better than poor, one or two important elements that are better than poor
- **W** Evenly poor
- **X** Not done or very poor

In the first decision, the assessor decides whether the product is excellent (T) or poor (W). If the first decision is that the product is more like one that is excellent (T), then the second and final decision is made. Was the product one of those unusually excellent products that surpass the standards of excellence for the grade level (S), was it evenly excellent (T), or was it mostly excellent but lacking in one or two elements (U)? If the first decision was that the product was more like one that is poor (W), the assessor must decide if it was mostly poor, but with some better elements (V), evenly poor (W), or very poorly done (X). Thus, with only two decisions, the product is placed on a six-point continuum of performance.

**Rubric for an Idea/Web Organizer**

- **S** The web is outstanding. It is exceptionally comprehensive, creative, and neat. It communicates information perfectly.
- **T** The topic and main ideas of the web are clear when you first look at it. The appropriate geometric figures display the main topic, ideas, and details clearly. It is obvious that the main ideas (qualifiers) are important. The details for each qualifier effectively support the main ideas. The required number of qualifiers and details is evident, and the information is complete and accurate. The concepts and information used show that the student clearly understood the assignment. Pictures, designs, drawings, and other illustrations add clarity. The web is clear, neat, and presentable. Proper mechanics are evident.
- **U** Generally as good as a web receiving a T, but there are one or two important elements that are not excellent.
- **V** Generally similar to a web receiving a rating of W, but there are one or two elements that are well done.
- **W** The web is weak. Although the information is accurate, the web is difficult to understand. It seems either overcrowded or sparse, and the main ideas do not seem to relate to the topic or are not similar in value. Some information is incomplete. Spaces, shapes, textures, and colors are not evident or are not used in an appropriate manner to add information or make the web easier to understand. Creativity is lacking. There are no pictures, diagrams, or drawings. The work is not clear, neat, or presentable, and there are many mechanical flaws.
- **X** The web is very poorly done.

**Models of Student Work**

**Set Quality Standards**

The models of student work explained in the previous section must be tied to the categories in the rubric. Students should see many models of the T level performance, for this is the level of performance expected by students at any grade level.
In addition to the examples of excellence (T level work), students should see examples of superior (S level work) and weak (W level work) performances to help them understand the standards that have been set for their grade level.

Rubrics in these books use letters instead of numbers to avoid using the numbers to somehow “average” performances. For example, if numbers are used, and if a student were to score a 5 on one product and a 3 on another, one might be tempted to report that the student earned an average of 4 on his or her work. But the scores of 1, 2, 3, 4, 5, 6 (X, W, V, U, T, S) are placed on a continuum of quality, and the distances between each of the six levels are likely to be uneven. Therefore, a rubric is more likely to be like Continuum B than Continuum A (below). The values of two different products could not be added together to calculate a mean score.

Continuum A:
Equal intervals between values

<table>
<thead>
<tr>
<th>Low Quality</th>
<th>High Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2 3 4 5 6</td>
</tr>
</tbody>
</table>

Continuum B:
Unequal intervals between values

<table>
<thead>
<tr>
<th>Low Quality</th>
<th>High Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2 3 4 5 6</td>
</tr>
</tbody>
</table>

If a student completes eight performance assessment tasks during the course of one term, she or he might earn the following ratings:

WWUUTUTT

It would be incorrect to state that the student’s average performance was a “U.” Instead, we might describe the student’s long-term performance by reporting that she or he earned two W’s, three U’s, and three T’s. Another observation might be that the student began to earn T’s toward the end of the term, indicating that the student was becoming more proficient at authentic assessment tasks as she or he gained practice and experience.

The rubric is designed to lay out a continuum of quality from very excellent to very poor. It is a tool that puts this continuum into words and can be used to place students’ work on that continuum of quality. If two or more students are assessing the same type of task, using the same rubric will help them both view the task in the same way. Teachers at different grade levels or teaching different subjects can use the same rubric. Use of a common rubric can provide continuity of teaching and learning from grade to grade and from subject to subject.

WHEN TO USE THE CLASSROOM ASSESSMENT LIST AND WHEN TO USE THE RUBRIC

Classroom assessment lists are used for most assessment tasks. If a grade is also necessary, it can be derived from the total points earned on the assessment list.

Rubrics are used less often. Some teachers use them to generate a more holistic view of the work of the class. Each product is given a rubric score, and samples of work at each level are collected for use in conferences with parents or individual students. Other teachers use assessment lists to provide feedback during the rough draft stages of work, and then use the rubric to achieve a more holistic assessment of the final product. If grades are necessary, teachers may assign grades as follows: S = A+, T = A/B+, U = B, V = C, W = D, and X = F.
Perhaps the best use of the rubric is to help students periodically assess the overall quality of their work. After making a series of products, such as posters, graphs, letters to the editor, models, or maps, the student is asked how he or she is doing overall on authentic assessments. By looking at the standards of quality for their grade level, students can decide where on the continuum of quality their work fits. The students may be asked not only to assign a rubric score, but to explain why they selected that score. Because they have used classroom assessment lists to examine the elements of each of the products, students have criteria by which to justify the rubric score. When asking students to use the rubric to assess their own work, it is essential that they have had a significant amount of practice using classroom assessment lists.

**USE OF COOPERATIVE LEARNING IN ASSESSMENT TASKS**

Learning to work with others to produce a useful product is an authentic skill that is highly valued in the larger world. When businesses assess an employee, they look closely at the individual responsibility and hard work that the employee demonstrates. In addition, the business assesses that employee’s interpersonal skills. These skills are often defined as the ability to:

- establish and maintain positive working relationships within and outside the group;
- work toward common goals;
- work well in a team environment;
- understand the viewpoints of others.

The skills of individual responsibility and teamwork come together when students work together in cooperative learning groups to complete an authentic assessment task. Effectively managed, cooperative learning not only develops lifelong interpersonal skills, it also gets students to spend more time actively thinking.

Authentic assessment often uses a combination of individual work and cooperative learning groups. Group work may be used as the initial discussion or brainstorming step to get the students actively engaged and to encourage divergent thinking. Occasionally, the whole project may be done through group work. If this is the case, however, each individual in the group must have specific and important tasks for which he or she is accountable.

Prior to beginning work on the project, each cooperative learning group completes and signs a Cooperative Group Management Plan (see page 16) specifying exactly what each student will do to complete the project. For example, if the group’s task is to create a book about the climate regions of the United States, each person should have a chapter to write. The title or content of each chapter would be listed on the management plan along with the name of the student responsible for that chapter.

The whole group can work together to plan the sequence of chapters, the cover, title page, an author’s page, illustrations, and other elements. Each individual is responsible and accountable for his or her own chapter. The assessment is for that chapter. There is no group grade for the entire book. If the entire book is well done, then the group may be rewarded by sending the book to an elementary school or placing the book in the library for circulation. Individuals are accountable for their own work, and the group has the goal of overall quality.

For the assessment task in example task II, “Cultural Fair” (page 2), students work together to design the display. Each student, however, must assume responsibility for an equal share of the display space and an equal portion of the research on cultural aspects of the given country. They should complete a management plan as a group and gain the teacher’s approval of their plan prior to beginning any work on the project.
When forming cooperative learning groups for assessment tasks, it is important to consider the skills necessary for success on the task. For many assessment tasks, such as the Cultural Fair, heterogeneous groups may be desirable to promote social and ethnic integration and understanding. When the content is extremely demanding or unfamiliar, however, it may be desirable to avoid too wide a diversity of academic abilities within a group. In these cases, matching high-ability students with high-to-middle-ability students, and low-to-middle-ability students with low-ability students may prove more productive and promote success for all students.
COOPERATIVE GROUP MANAGEMENT PLAN

Group name: ____________________________ 

Project description: ____________________________ 

___________________________________________________________________________________ 

___________________________________________________________________________________ 

Explain what each member of the group will do to complete the project (be specific). 
Name: ____________________________ What your portion of the project is: 

___________________________________________________________________________________ 

___________________________________________________________________________________ 

___________________________________________________________________________________ 

___________________________________________________________________________________ 

___________________________________________________________________________________ 

___________________________________________________________________________________ 

___________________________________________________________________________________ 

Signatures of group members: (By signing below, you are agreeing with the terms of this plan.) 

___________________________________________________________________________________ 

___________________________________________________________________________________ 

___________________________________________________________________________________ 

Teacher comments: 

___________________________________________________________________________________ 

___________________________________________________________________________________ 

___________________________________________________________________________________ 

World Geography and Cultures
Helping students to become independent, motivated learners is one of the most important goals of education. With the volume of information doubling at ever-increasing rates, students must be equipped with the skills for lifelong learning. They must know where and how to access information and how to use that information once obtained. Our teaching and assessment strategies must therefore encourage self-directed learning. Assessment tasks are designed to be engaging and interesting to students. In addition, the appropriate use of group work within an assessment task further motivates the student. The classroom assessment lists and examples of excellent work provide guidance for more independent work, and the use of self-assessment reinforces individual responsibility and independence in evaluating learning.

There is more that we can do, however, to encourage students to become more independent learners. After some experience with classroom assessment lists, students will be ready to create their own assessment lists. Students may work individually or in cooperative groups to develop an assessment list that they deem suitable for an assessment task. After sharing their lists with others, students may refine and reshape their own lists until the list used by each student reflects her or his own learning goals for the product. Allowing students to distribute the points among the elements on the list will also help students to sharpen the focus for their learning on any given task.

Another strategy to increase the student’s independence as a learner is to allow her or him to select the format and audience for a given task or product. Example task IV, “Latin America—A Blending of Peoples” (see page 2), for example, could be rewritten to allow students the choice of making a bulletin board display, writing a mini-history book, creating a play, making an illustrated time line, or writing and performing a song or poem. Whichever product a student chooses, she or he would either create or be given a classroom assessment list.

The more experience a student has with authentic assessment tasks, the less structure that student should require from the teacher. The ultimate goal is to give the student situations that are rich in possibilities for learning, and then let the student find and work through the problem with a minimum of outside direction. Thus, the mature and experienced learner should eventually be able to work without a task description, classroom assessment list, rubric, or school-produced models of excellence.

Parents and Authentic Assessment

It is important to remember to communicate the goals of authentic assessment to parents. While they are an important part of the students’ support systems, they cannot and should not become behind-the-scenes workers. The teacher must explain the purpose of assessment tasks to parents: to see how well the students have learned to use concepts and skills. It is also important to explain the relationships between individual and group work and to stress that it is the individual’s contribution to the group that will be assessed and graded.

Many teachers use a Back-to-School Night, Open House, or school newsletter to communicate the goals of authentic assessment to parents. For long-term assessment tasks, a timetable with checkpoint dates for the project can help guide the parents in the appropriate direction. Some tactful suggestions can help parents support and encourage students without doing the work for them.
## INDIVIDUAL PERFORMANCE TASK MANAGEMENT PLAN

**Name:**

**Task description:**

**Date begun:** __________________________ **Date due:** _______________________

**Tasks to complete:**

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**Checkpoint number 1**

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**Problems which may cause me trouble:**

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**Ideas to overcome problems:**

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**Student**

**Parent**

**Teacher**
Geography is not merely learning map skills. It is a discipline that, by its very nature, draws upon content from a variety of academic disciplines. When we study a country, we go beyond its physical features, resources, and boundaries. To understand a people, we must also look at its history, music, art, literature, religion, languages, customs, economy, and technology. Therefore, we must develop assessment tasks that encourage students to make interdisciplinary connections. These connections redefine geography for students to explore the richness of the peoples of the world. Task II, “Cultural Fair,” and task IV, “Latin America—A Blending of Peoples,” (see page 2) are two examples of integrated, multidisciplinary projects that encourage students to explore a country’s culture and history as well as its location, physical features, and resources.

Encouraging students to seek out and respond to a country’s myths, art, literature, and music is another way of helping them to develop a more complete understanding of the cultures of the world. Students may also collect, summarize, and respond to newspaper and magazine articles about the countries they are studying. They can locate Web pages on the Internet and use other media to go beyond the textbook in their search to comprehend our changing world.

**ASSESSMENT TASKS AND THINKING SKILLS**

Thinking skills provide a foundation for all assessment tasks. Each assessment task may be broken down into a process that includes the following thinking skills:

1. **Understanding the Task**
   Define the audience and purpose of the task.

2. **Getting the Information**
   find, complete, count, collect, read, listen, define, describe, research, identify, list, match, name, observe, record, recite, select, sketch, view, interview, survey

3. **Working with the Information**
   compare, contrast, classify, categorize, sort, distinguish, explain why, infer, sequence, analyze, synthesize, generalize, evaluate, make analogies, connect, speculate

4. **Judging the Quality of the Information**
   Evaluate whether the information is out of date, biased, or subjective. Evaluate whether the information is accurate, objective and complete.

5. **Using the Information for a Purpose**
   inform, persuade, motivate, entertain

6. **Using the Information to Craft a Product or Presentation**
   speaking, debating, singing, writing, surveying, designing, drawing, computing, constructing, displaying, acting, demonstrating, storytelling, inventing

7. **Using the Information to Communicate with a Specific Audience**
   peers, younger, older, informed, uninformed, friendly, hostile, apathetic, homogeneous, or diverse groups

**FLOWCHART FOR INFORMATION PROBLEM SOLVING USING CRITICAL THINKING SKILLS**

The flowchart on page 20 serves as the basis for many assessment tasks in geography. Tasks and assessment lists should determine how well students can use the concepts and information of geography with this process.
FLEX YOUR BRAIN
INFORMATION DETECTIVE
FINDING AND USING INFORMATION

UNDERSTANDING THE TASK
What is the purpose of the task?
What is a reasonable and focused topic?
What kind of final product will I make?
Who is the audience for my final product?
What effect do I want my final product to have on my target audience?

SURVEYING EXISTING KNOWLEDGE AND PREPARING FOR NEW LEARNING
What do I already know about this topic?
What do I know about my target audience?
What do I need to find out?
Where and how do I get this information?
What is my timetable to get this job done?

RESEARCHING
Are these information sources biased or objective?
Is this information factual or opinionated?
Is this information related to my topic?
Is this information up to date?
Do I understand this material, or is the source too hard for me?
How shall I save and organize this information?

CONSTRUCTING THE PRODUCT TO COMMUNICATE WITH A SPECIFIC AUDIENCE
How shall I construct my communication so that I accomplish my purpose with this audience?

EVALUATING THE PROCESS
What are the strengths and weaknesses of the processes I used?
What are the strengths and weaknesses of my final product?
What are my goals to improve my work the next time?
AUTHENTIC ASSESSMENT TASKS AND LEARNING STYLES

Each student has his or her own style of learning—the way of obtaining and retaining information that works best for him or her. Some students learn best by writing, others prefer oral presentations, and still others enjoy constructing things. Some students excel at critical analysis—making connections and distinctions between ideas. Others are best at tasks that require organizing and remembering details about a given topic. Another category of learners enjoys problem solving activities where they have the freedom to use their creative thinking skills. Yet another group of students is best at tasks that require interpersonal skills—interviewing and working with others.

All learning styles are important and valuable. Students should not only use the style in which they excel but should work on tasks that require other styles, so that with practice they may expand their competency. The student who prefers to write detailed, factual information pamphlets for peers, for example, should also be given the opportunity to become better at making persuasive posters for adult groups.

Some assessment tasks will dictate what the content and appearance of the product is to be. Other assessment tasks will require all students to use similar information but will allow them to choose the format, purpose, and audience for their product. The key is to encourage students to try new tasks with an open mind. The student who consistently creates posters, for example, will not grow in his or her ability to write a business letter. Therefore, although it is valuable to allow students to design several posters, it is equally valuable to encourage students to try new avenues of communicating information.

AUTHENTIC ASSESSMENT AND THE HETEROGENEOUS CLASSROOM

Assessment tasks that are engaging and interesting need not be watered down to meet the needs of the lower achiever, nor do they need to be enriched for the high achiever. They will work for a wide range of student abilities. Because of the clear expectations set by the classroom assessment list and the models of excellence, students of all abilities can be successful.

The standards set by the models of excellence must be used to measure the work of all students. When given opportunities to revise their work, students of all abilities may work toward meeting the standards of excellence for their grade level. Often, lower achieving students will be able to use their talents to produce work that is far superior to their performance on traditional pencil and paper tests and quizzes. In the same manner, the high achieving students will be stretched to use all of their abilities and talents to craft a creative and informative product or performance.

STANDARDS AND EXPECTATIONS FOR PERFORMANCE

The models of excellence for each product at each grade level set the standard of quality for the entire class. When possible, teachers at a grade level should work together to agree on the set of student works that will define those standards for various products and tasks. Once selected, those standards are fixed and used for all students. One way of measuring students’ progress is to describe the degree to which they are approaching those standards.
Some students, however, will come into a grade level with skills that are far below those of the average student in that grade. For them, it may be beneficial to set reasonably high individual expectations for their level of performance on each element of a classroom assessment list. The teacher and student also may work together to select elements on the assessment list that will be the focus for the assessment.

For example, if a student has been working to improve his or her use of supporting detail in a persuasive essay, he or she may wish to place more emphasis on that element on the classroom assessment list. The standard of excellence for a persuasive essay as a whole does not change, but the student's performance is measured against the goal that he or she, in conjunction with the teacher, set for himself or herself.

**THE GEOGRAPHY JOURNAL**

Using a journal in conjunction with the study of geography is intended to help students organize their thinking and make connections between their own lives and the lives of people in the countries that they are studying. It is not a lecture notebook or a place where students write notes from the text. It is a place for students to make their thinking explicit by summarizing and responding to events. It is a place for students to explore their feelings about geography—what makes it fun and what makes it difficult. It is a place for them to “think on paper.” Some types of entries might be:

1. Labeled drawings and sketches with comments. These might be maps or diagrams of places they have read about.
2. Questions that occur to the student that she or he would like to be able to answer, and the beginnings of answers to those questions. One strategy for these entries is to divide the page in half vertically and write the questions on the left side of the dividing line. The right side is devoted to speculating about the answers and writing the answers when they are discovered.
3. Summaries of news stories that the student has heard on television or radio or read about in newspapers or on the Internet. This can be a place to speculate about what the news means to the student or to the people involved.
4. “What if...?” questions and answers that speculate on the ways the world might be different “if only ________ had not happened.”
5. Graphic organizers and idea webs.
6. Ideas for poetry or stories.
7. Thoughts about what was interesting and enjoyable about a given unit of study.
8. Thoughts about what is difficult about the class and ideas of how to overcome those difficulties.
In the beginning the journal may be a straightforward collection of facts about countries and projects. As students become more comfortable with the format, however, the journal should become an exploration of the way they think about the material that they are studying and how they operate as learners. Students may notice learning strategies that worked especially well for them, and they may note areas in which they need improvement. They will begin to set goals for themselves and monitor their progress.

**RUBRIC FOR A JOURNAL**

**S** Excellent. The student has used the journal to “think on paper.” He or she has tackled some interesting and difficult issues about our world and has demonstrated a sensitivity beyond his or her years. The journal has been used to organize the student’s thoughts about himself or herself as a learner.

**T** The journal is very well organized and complete. The student has been thoughtful and diligent about exploring her or his ideas about our world, understands herself or himself as a learner, and has used the journal to explore new ideas.

**U** This journal is similar to one receiving a rating of **T**, but there are one or two important elements of the journal that are not excellent.

**V** This journal is similar to one receiving a rating of **W**, but there are one or two important elements of the journal that are well done.

**W** This journal is not complete. Although the student has attempted to explore new ideas, the result is a rather flat recitation of facts. There is little evidence of higher-order thinking, and little attempt at using graphic organizers or webs to organize thinking.

**X** This journal is very poor. It is seriously incomplete and/or disorganized.
### Classroom Assessment

#### Journal

<table>
<thead>
<tr>
<th>Element Assessment</th>
<th>Points Earned</th>
<th>Earned Assessment</th>
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<tbody>
<tr>
<td>1. The student’s name is listed.</td>
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<td>Self</td>
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<tr>
<td>2. All entries are dated.</td>
<td></td>
<td>Teacher</td>
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<td>3. Diagrams, sketches, and drawings show that the student has been observant and thoughtful.</td>
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<tr>
<td>4. The student has asked questions that show higher-order thinking.</td>
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<tr>
<td>5. The student has generated “What if...” questions and speculated on how the world would be different if events had changed.</td>
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<tr>
<td>6. The student generated ideas for and experimented with poetry or stories about the land and people he or she was studying.</td>
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<tr>
<td>7. The student has explored his or her feelings about geography class.</td>
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<tr>
<td>8. The student has explored himself or herself as a learner.</td>
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<tr>
<td>9. The student has summarized and speculated about news articles and reports about the countries he or she was studying.</td>
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<tr>
<td>10. The student has used graphic organizers and idea webs to organize his or her thinking.</td>
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**Total:**
THE PORTFOLIO

The purpose of the portfolio is to help the student, parents, and teacher see the totality of the student’s work during the course of the year. It demonstrates what a student is able to do with knowledge and skills and how effective her or his work habits are. It is a way of tracking a student’s progress on various types of assessments throughout the year.

CRITERIA FOR SUCCESS

A successful geography portfolio should
1. improve the student’s performance in geography.
2. promote the student’s skills of self-assessment and goal setting.
3. build a sense of ownership and pride of accomplishment in the student.
4. build the student’s self-esteem and confidence in her or his abilities as a learner.
5. present a clear portrait of the student as a learner.
6. be valued by both the current teacher and the teacher receiving the portfolio the next year.
7. be manageable with a reasonable amount of work for the teacher.
8. be useful in parent conferences.

CONTENTS OF PORTFOLIOS

The contents of a student’s portfolio should be selected by the student with guidance provided by the teacher. The portfolio should contain evidence of the student’s growth and proficiency in the following five categories:

1. Understanding and Applying the Six Essential Geographic Elements
   Select items that demonstrate your knowledge and application of geography’s six essential elements. For each product or performance, you should be able to state which of the six elements are explored.

2. Range of Thinking and Creativity
   Select products and performances that demonstrate that you know how to use and communicate the important concepts and elements of geography. The items that you select should show that you can create various types of products and performances for a variety of audiences.

3. Connections Between Geography and Other Subjects
   Select examples of your work that demonstrate that you know how to relate the important concepts and elements of geography to other subjects such as literature, the arts, science, history, and math. The items that you select should show the interrelatedness between geography and other subjects.

4. Connections Between Your Life and the Lives of People in Other Countries
   Exhibit work that shows that you have an understanding of what life is like in other parts of the world and that you are able to compare and contrast your life with that of people from other parts of the world.

5. Information Problem Solving
   Select products or performances that demonstrate your ability to attack a problem thoughtfully and completely. Highlight your work habits, persistence, individual responsibility, or teamwork skills.

In addition to selecting assessment tasks for their portfolios, students must also:

1. Create an Annotated Table of Contents
   For each of the five categories, make a list of the products and performances you have selected. Annotate each item
by explaining briefly why you have selected it and how the assessment task shows your geographic literacy.

2. Reflection
Write a summary of how you have grown this year in your geographic literacy. Begin by describing yourself at the beginning of the year. Discuss the goals you set for yourself. Which ones have you achieved? Why were they successful? Which ones must you continue to work at? How will you work toward those goals in the future? Discuss the changes you have seen in your ability to understand the world and its peoples. Feel free to refer to your journal to help you with this reflective piece.

MODELS OF EXCELLENT PORTFOLIOS
For the first year or two, no models of excellent, grade-level portfolios will be available to show to students. As soon as possible, models should be made available to students as they compile their own portfolios.

SCORING, GRADING, AND FEEDBACK
Because the individual items in the portfolio have, for the most part, already been graded, it is not necessary to grade the portfolio. If a grade is necessary, teachers may use the rubric to arrive at an overall assessment of the portfolio. The rubric score may then be translated into a grade. It is important to note that many teachers do not grade portfolios. Instead, they choose to give the students other forms of feedback.

A classroom assessment list can provide feedback on specific elements of the portfolio, or a rubric can be used to describe the overall quality of each portfolio.

Some teachers provide feedback in the form of a short narrative attached to the student’s self-reflection. Others find it more convenient and less time consuming to jot down comments in the margins of the reflective piece, noting those places where the student has been accurate, and commenting on areas that may not be a complete snapshot of the student’s learning. Still others record their comments on video or audio tape.

RUBRIC FOR A PORTFOLIO
S The portfolio is outstanding in every way. The student’s selections are mature and demonstrate a wide range of products and performances. The portfolio generally shows a masterful control of concepts, skills, and work habits. The table of contents shows an understanding of the portfolio’s purpose. The reflection is eloquent in its communication of the student’s learning.

T The portfolio is evenly excellent. Products and performances from each of the required categories are represented, and the student’s selections truly reflect growth. The table of contents shows understanding of the portfolio’s purpose. The reflection is clearly written with few mechanical flaws.

U The portfolio is similar to a rating of T, except that one or two elements were not excellent.

V The portfolio is similar to a rating of W, except that one or two elements were well done.

W The portfolio is weak. The contents are insufficient. Although some items demonstrate student understanding of the geographic elements, the collection is incomplete. The table of contents lacks sufficient annotation. The reflection is vague, brief, and does not reflect student goals and accomplishments. There are numerous mechanical errors.

X The portfolio is very poor. Many elements are missing or are poorly done.
List for a Portfolio

<table>
<thead>
<tr>
<th>Element Assessment</th>
<th>Points Possible</th>
<th>Earned Assessment</th>
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<tbody>
<tr>
<td>1. The six essential elements are understood and applied in:</td>
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<td>the annotated table of contents.</td>
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<td>the reflection.</td>
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<td>2. Range of thinking and creativity is demonstrated in:</td>
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<td>the collection of items.</td>
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<td>6. The portfolio has a clearly labeled cover including the student's name and the teacher's name.</td>
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World Geography and Cultures
COACHING THE STUDENT TO BE SELF-REFLECTIVE

Like self-assessment, reflecting on one’s overall learning is a higher-order thinking skill, and the students will need training before they will become proficient at it. By promoting self-assessment throughout the year, teachers should prepare students to think and write about their learning for the whole year. There are a number of strategies that may be used to prepare students for the end-of-the-year portfolio selection and reflective writing, including the following items:

1. Use the classroom assessment lists, and teach the students to use them for honest self-assessment.
2. Encourage students to set reasonable learning goals and to comment periodically on their progress.
3. Ask students to write progress reports to their parents outlining their strengths and weaknesses as well as the progress they have made during the course of the term.
4. Ask students to write a narrative evaluation of a given product or performance, focusing on ways in which the product or performance has helped them to meet a learning goal.
5. Ask students to talk about their work with their peers.
6. Use the journal as a weekly self-reflection tool.
7. Teach students to use the rubric to evaluate their overall performance during a given term. Ask them to justify their rubric score citing evidence from their working collection of products and performances.
8. Have students go through the portfolio selection process midway through the year as a practice for the end-of-the-year process. Give them feedback on their reflective writings that will guide them as they write their final reflections at the end of the year.

COLLECTING AND STORING ITEMS FOR THE PORTFOLIO

Describe the portfolio system to students early in the year and remind them to collect items for each category. Some teachers provide notebooks or folders in which to store the products, with dividers for each of the five categories. These notebooks are the working collections for the students, and they do not leave the classroom. Each product or performance should be labeled and dated prior to being placed in the notebooks or folders. Some teachers require that students write a brief memo or description of the task. This should note the audience and purpose of the product or performance and summarize what the student has learned in completing the task.

From time to time it is necessary to devote class time to work on the notebooks so that students may add to, weed out, categorize, or comment upon work in their notebooks. Teachers should check the work in progress at least once each term to ensure that students are, indeed, saving their work.

Difficult-to-store items such as models, displays, posters, and games should be photographed for inclusion in the portfolios. In addition, videotapes, audiotapes, and computers may be used to store student work.

MAKING THE FINAL SELECTIONS FOR THE PORTFOLIO

The collection of artifacts in the working notebooks continues throughout the year. Final selections should be made at least one month prior to the close of school to allow students time to write the annotated table of contents and self-reflection, and to give teachers ample time to read and comment upon the contents of the portfolio.
FIRST STEPS IN BEGINNING A PORTFOLIO SYSTEM

Start small and think big! Rather than beginning with a “high-stakes” portfolio system during the first year, institute a “pilot” program by selecting one of the five categories, and have students make selections within that category. They complete the annotated table of contents and write the reflection as described, but the focus is on only one of the five categories.

USING THE PORTFOLIO IN SUBSEQUENT YEARS

The portfolio should be passed on to the receiving teacher as soon as possible after compilation. The receiving teacher can get an overview of the students by making a quick review of the contents of their portfolios. In addition, the teacher can get an in-depth view of how each student thinks and feels about his or her work by reading the reflections written by each student. The teacher may then design a program for the coming year by assessing the needs of the students that he or she will be receiving.

Early in the next year, the teacher should pass out the portfolios to the students so that they may revisit their reflections, refresh their memories about their goals, and decide on firm goals for the beginning of the new year.

By reaffirming or resetting their goals, students prepare themselves for the new cycle of learning.

INVOLVING STUDENTS AND PARENTS IN GOAL SETTING

At any time during the school year, the working notebooks or folders may be used during a parent conference. Parents should see the assessment tasks and assessment lists that show how well the student performed and how well the student was able to assess his or her own learning. Parents may also compare their child’s work with the models of excellent work that were used to shape and guide the task.

When students write progress reports to their parents at mid-term, they should be encouraged to discuss their goals and their progress toward those goals and ask their parents to respond with suggestions or ideas for alternate goals.

In short, communication with parents is a critical component in authentic assessment. Teachers should constantly be looking for ways to share the teaching and learning process with parents. By involving parents in setting and monitoring the learning goals of their children, teachers often find increased cooperation and support if and when problems arise.

USING THE AUTHENTIC ASSESSMENT TASKS

A n authentic assessment task is provided for each of the chapters in the textbook. The tasks are written to be used as handouts for the students. These tasks may be used as they are or modified to meet the needs of a given group of students. The following procedure is suggested when using these assessment tasks.

BEFORE GIVING THE ASSIGNMENT TO THE STUDENTS

1. Read through the task.
   • Make sure that you like the task and believe that it will engage your students.
   • Anticipate student questions, and prepare answers.
• Know what instructional objectives the task helps to achieve.
• Be sure that the task is feasible for the students.
• Be sure that the necessary resources are available for the students.
• Be sure that the necessary supplies are available for the students.
• Locate or create a model for student use.
• Decide on a timetable for the task.
• Photocopy the task for the students.

2. Select the necessary classroom assessment list(s).
• Add or delete elements as needed.
• Assign point values for each element.
• Photocopy the list(s) for the students.

INTRODUCING THE TASK TO THE STUDENTS
1. Distribute the task explanation and the assessment list(s).
2. Explain the task and answer student questions.
3. Instruct students in the use of the classroom assessment list(s).
• Explain the point system.
• Discuss each element.
• Use the model to demonstrate how an element is evaluated.
• Ask students to assess the model using the assessment list.
4. Have the students complete a Project Management Plan (especially if the project is a long-term one).
5. If the project involves cooperative groups or pairs, have the students complete a Cooperative Group Management Plan before beginning work on the project.
6. Establish checkpoints and deadlines for the project.

WHILE THE STUDENTS ARE WORKING ON THE PROJECT
1. Monitor progress.
• Periodically ask students to describe their progress through individual conferences or in writing.
• For long-term projects, set check-points so that you may actually see what students have accomplished.
2. Remind students to use the performance task assessment list(s) to guide them through the project and to help make their final revisions before turning in the work.

BEFORE THE STUDENTS HAND IN THE COMPLETED PROJECT
1. Evaluate the project by using the classroom assessment list(s). Some teachers may at first cover up the student’s self-assessment and then compare and note problem areas.
2. Comments (if any) may be written on the assessment list, on the project, or on both.
3. Meet with the student to discuss and resolve any serious discrepancies (for example, too many or too few points given to any element).
A Room Map

Use with Chapter 1

Background
Maps can illustrate areas of thousands of miles or just a few square feet. No matter how large or small the area, maps can provide information about all the ways that geographers look at the world.

Objectives
- Apply your understanding of spatial perspective to the objects located in your bedroom.
- Describe the physical and human characteristics of your bedroom.
- Analyze how the space in your bedroom is interdependent with other rooms in your house.
- Discuss how you have modified this environment.

Task
Your job is to create a map of your bedroom. Using a ruler, you will draw a map of your room to scale and use this map to illustrate each of the six essential elements of geography: The World in Spatial Terms, Places and Regions, Physical Systems, Human Systems, Environment and Society, and The Uses of Geography.

Audience
You will compare your room map with those of other students.

Materials
- Graph paper
- Tissue or tracing paper
- Pencils, pens, or markers
- Ruler
- Tape measure or yardstick

Procedure
1. Refer to the Classroom Assessment List for a Map on page 107.
2. Use a tape measure, yardstick, or ruler to measure the length and width of your room.
3. Use a scale of one foot equals one inch, and draw the outline of your walls.
4. Use a ruler and a colored pencil to create a grid, label the east-west lines as latitude lines and the north-south lines as longitude lines; assign degrees to each.
5. Measure each piece of furniture in your room, and draw its outline on your map.
6. Include windows, plants, heating and/or air conditioning ducts, pets, and anything else that contributes to the environment of your room.
7. Use symbols or letters to identify smaller items.
8. Add a title, date, map key, and compass rose.
9. Add details on a map overlay.
   a. lay the tracing paper over your map,
   b. circle and label two “regions,” or areas in which activities take place,
   c. draw small arrows to show the most common paths you take within your room.
10. On a separate sheet of paper
    a. state the absolute location of two pieces of furniture or other items in the room,
    b. describe a feature of your room that you use,
    c. describe changes that have been made to the room in the recent past or proposed changes that will be made in the near future.

Assessment
1. Use the Classroom Assessment List for a Map to check your work.
2. Add missing elements, or improve elements.
3. Perform a final self-assessment on your map, and hand in your project.
Authentic Assessment

An Earth Museum
Use with Chapter 2

Background

Museums often have three-dimensional displays or dioramas. Models such as these reduce very large areas to a size that you can see easily or illustrate processes that normally go too slowly to be seen in their entirety.

Objectives

• Identify and discuss physical processes that shape Earth’s surface.
• Organize information about the spatial relationships of Earth and the solar system.
• Analyze the impact of plate tectonics on landforms.
• Describe the differences in the layers of Earth’s atmosphere.

Task

You and members of your class will build a series of models illustrating various processes and structures of Earth. Together, these models will create an “Earth Museum” that other students can visit.

Audience

You are preparing your museum models for younger students or students from other classes who will visit your museum to learn about the structures of Earth and the processes that shape them.

Materials

• Paint or markers
• Paper
• Different sizes of foam balls
• Scissors or knife
• Wash basin or large plastic container

Procedure

1. Refer to the Classroom Assessment List for a Three-Dimensional Model on page 113.
2. Chapter 2 in your textbook describes a number of Earth’s structures and processes. Select one of the following structures or processes:
   a. structures: solar system, interior of Earth, layers of the atmosphere, types of landforms, bodies of water
   b. processes: Earth’s internal forces, Earth’s external forces, the water cycle
3. Construct a model that illustrates the structure or process.
   a. select an appropriate size and scale for your model,
   b. select appropriate materials for construction,
   c. draw a clear set of plans explaining what you will construct,
   d. label all structures or steps illustrated by your model,
   e. write a short explanation for museum visitors.

Assessment

1. Use the Classroom Assessment List for a Three-Dimensional Model to check your work.
2. Add missing elements or improve existing elements.
3. Perform a final self-assessment on your model.
4. Set up your model, and take visitors on a museum tour.
A Weather Map
Use with Chapter 3

Background
Detailed weather maps like those provided by the National Weather Service give us real-time updates of atmospheric conditions in thousands of locations across the country. For each location, maps tell us temperature, humidity, wind speed and direction, cloud cover, and barometric pressure. By understanding a few basic symbols and rules, you can read a weather map and use it to predict the weather.

Objectives
• Use your knowledge of weather patterns to predict changes in those patterns.
• Identify the importance of understanding direction, distance, and scale in weather maps.

Task
Your task is to use a weather map to describe the current weather in City N and City S, and predict what changes in the weather we can expect in City E.

Audience
Residents of City E watching the TV weather report are the audience for your project.

Materials
• Paper
• Pencils, pens, or markers
• Ruler

Procedure
1. Refer to the Classroom Assessment List for a Weather Map on page 139.
2. On a blank sheet of paper, label N, S, E, and W at their correct compass points so that the letters are several inches apart. Use the paper as a map of a state with each compass point representing a city.
3. For each city, draw the following on the map: wind speed, wind direction, temperature, and cloud cover. Use the weather map key for the wind speed and other symbols.

\[
\begin{array}{ll}
N & \text{snow, 31 degrees, wind NE at 10 mph} \\
S & \text{rain, 40 degrees, wind NE at 15 mph} \\
W & \text{cloudy, 20 degrees, wind calm} \\
E & \text{clear, 50 degrees, wind SW at 5 mph} \\
\end{array}
\]

4. Calm, clear weather is generally found where there is high pressure, and low pressure generally means stormy weather. On your map, place an H for “high” near a city currently having high pressure and an L for “low” in an area having low pressure.
5. Weather patterns generally move from west to east in North America. Using this information, predict tomorrow’s weather for City E.

Assessment
1. Use the Classroom Assessment List for a Weather Map to check your work.
2. Add missing elements or improve existing elements.
3. Perform a final self-assessment on your map.
Americans are debating whether to allow nuclear waste storage sites to be built in their towns. The United States government passed a law requiring each state to find a location for these sites and has promised monetary compensation for communities that agree to house the waste facilities. The money can be used to reduce taxes, offset education costs, and improve roads and municipal facilities. Some citizens are opposed, but others feel that the compensation outweighs the risks involved.

Objectives
- Obtain factual information about the consequences of storing nuclear waste near a town.
- Think about how communities in the past responded to similar external pressures (from other industries such as railroads) to make changes that could affect their environments.
- Discuss how human actions have modified or disrupted the environment.
- Show how global issues have an impact on local communities.

Task
Your task is to engage in an issue controversy and write a persuasive editorial or a letter to the editor of a local newspaper in support of your position.

Position A: We should not allow a nuclear waste storage site in our community.

Position B: We should allow a nuclear waste storage site in our community.

Audience
Citizens and government officials in your town are the audience for your editorial or letter.
A Geography Game

Use with Chapter 5

Background
Games are an entertaining and educational way to learn about geography. What type of game would you create? Would it be played by one person, a small group, or the whole class? Would it be a board game, a quiz game, a card game, or some other kind?

Objectives
- Create a fun and educational game to test your classmates' knowledge of the physical geography of the United States and Canada.
- Learn more about landforms, water systems, and climate and vegetation of the United States and Canada.

Task
Your task is to work in a small group to create a game that will help the players increase their understanding of the geography of the United States and Canada.

Audience
The students in your class are the audience for your game.

Materials
- Cardboard
- Pencils, pens, or markers
- Scissors

Procedure
1. Refer to the Classroom Assessment Lists for a Cooperative Group Management Plan on page 109, a Map on page 107, and a Geography Game on page 87.

Assessment
1. You will be assigned to a small group which will work to create one game.
2. Work with the members of your group to choose the format and rules for your game. The work of each individual must fit into the format chosen by the group.
3. Each person will choose one topic to include in the game. If there are three people in your group, then your game will include three topics. Topics from which you may choose include: landforms, water systems, resources, climates, and vegetation.
4. Include skills such as finding latitude and longitude, population density, elevation, or distance in your game. Be sure to include a key for scoring points in your game.
5. Write a list of directions for playing your game.
6. When your game is at the rough draft stage, share it with another group for ideas and feedback.
7. You will be assigned to a small group which will work to create one game.
8. Work with the members of your group to choose the format and rules for your game. The work of each individual must fit into the format chosen by the group.
9. Each person will choose one topic to include in the game. If there are three people in your group, then your game will include three topics. Topics from which you may choose include: landforms, water systems, resources, climates, and vegetation.
10. Include skills such as finding latitude and longitude, population density, elevation, or distance in your game. Be sure to include a key for scoring points in your game.
11. Write a list of directions for playing your game.
12. When your game is at the rough draft stage, share it with another group for ideas and feedback.
Travel agencies depend on publishers to supply them with accurate and enticing brochures. In order to ensure that their information is complete, publishers send their writers and photographers to sites throughout the world to learn about the physical geography, cultures, and tourist attractions of those places.

- Make a list of historic places, cultural centers, and natural environments in the region that will attract tourists.
- Describe the region’s modes of transportation, types of trade and industries, and recreational offerings.
- Describe how the economies of the United States and Canada are interdependent with each other and with other regions.

You are a writer employed by En Route Brochures, Inc., and your task is to design a travel brochure for a specific area in either the United States or Canada.

The travel agencies who will buy your brochure are your audience.

Materials

- Magazines
- Paper
- Pencils or markers
- Paint
- Research materials
- Computer (optional)
- Internet access (optional)

Assessment

1. Use the Classroom Assessment Lists to check your work.
2. Add missing elements or improve existing elements.
3. Complete the final draft of your work.
4. Perform a final self-assessment of your brochure before you hand it in.
The North American Free Trade Agreement (NAFTA) was ratified by the three participating member nations—the United States, Canada, and Mexico—in 1993. The agreement was designed to eliminate trade barriers, such as tariffs, between the three countries in order to spur economic growth through increased free trade. One positive result of the agreement has been lower poverty and increased income for the people of Mexico.

Objectives

- List five major economic resources (products or technologies) that are located in the United States or Canada.
- Discuss the patterns of economic interdependence between North America and developing countries in Latin America.

Task

Your task is to invite selected leaders of developing countries in Latin America to a seminar promoting products and technologies from the United States or Canada. You will work with a small group to form a company called International Resource Matchmakers. The seminar will inform the leaders about products and technologies from your country.

Audience

Leaders from developing countries are the audience for your seminar.

Materials

- Paper
- Pen
- Computer (optional)

Assessment

1. Use the Classroom Assessment Lists to check your work.
2. Add missing elements or improve existing elements.
3. Present your final report.
4. Perform a final self-assessment on your entire project.
Environmentalists have known about the value of the world's rain forests for many years. They have not been entirely successful, however, at convincing the public and the business community of the importance of saving what remains of the rain forests. As a result, tens of thousands of acres of rain forest still are destroyed each year.

Objectives

• Compare the benefits of rain forest conservation with the most common forms of economic development in the region.
• Describe the diverse plant and animal life found in the rain forest ecosystems of Latin America.

Task

The Costa Rican Park Service plans to publish a special pamphlet dedicated to the preservation of what remains of the Costa Rican rain forest. Officials are asking for articles to include in their pamphlet. You may choose to write a persuasive editorial, letter, or essay, or you may choose to put your ideas and feelings about the benefits of the rain forest into a tribute. Your tribute may be a song, a poem, a collage, or other creative work.

Audience

Readers of the pamphlet, both students and adults, are your audience.

Materials

• Paper
• Pen
• Research materials
• Computer (optional)
• Internet access (optional)

Procedure

1. Refer to the Classroom Assessment Lists for Persuasive Writing on page 121, a Geography Journal on page 103, an Editorial or Letter to the Editor on page 83, or a Tribute on page 137 to help you plan your research and your article.
2. Research the topic beyond what is in your textbook. Use the Internet, library, or other resources.
3. List ideas for the pamphlet, and share them with others.
4. Write a rough draft of the pamphlet.
5. Share your work with a classmate, and get suggestions for improvement.

Assessment

1. Use the Classroom Assessment Lists to check your work.
2. Revise your article or tribute. Proofread and edit your new draft.
3. Create your final draft.
4. Perform a final self-assessment before you hand in your work.
Various groups of indigenous peoples lived in Latin America before the arrival of Europeans in the late 1400s and early 1500s. These indigenous peoples were profoundly affected by European exploration, settlement, and colonization. One of the results of the meeting of Native Americans, Europeans, Africans, Asians, and others was an intermingling of these peoples.

**Objectives**

- Identify the major Native American, Asian, European, and African groups who first settled in Latin America.
- Discuss the similarities and differences in language, religion, and everyday life among these groups.
- Assess the impact of migration and urbanization on cultural diversity in Latin America.

**Task**

Design a bulletin board display that shows how Native Americans, Europeans, Africans, Asians, and others contributed to Latin America’s ethnic diversity.

**Audience**

Students and staff at your school are the audience for your bulletin board.

**Materials**

- Cardboard
- Construction paper
- Graph paper
- Pencils and markers
- Photos or illustrations
- Computer (optional)
- Internet access (optional)

**Procedure**

1. Review the Classroom Assessment List for a Bulletin Board Display on page 69 to help you plan your research and your display.
2. Research your topic on the ethnic groups of Latin America using the Internet, the library, your textbook, and other resources.
3. Sketch your bulletin board on construction paper.
4. Share your ideas with a classmate, and get their suggestions and feedback.
5. Plot your bulletin board on graph paper, creating a scale drawing of your display to make sure your display will fit appropriately.

**Assessment**

1. Use the Classroom Assessment List for a Bulletin Board Display to check your work.
2. Add missing elements or improve existing elements.
3. Construct the diagrams, maps, and drawings that you plan to put on your bulletin board.
4. Complete the bulletin board display.
5. Perform a final self-assessment.
Authentic Assessment

Come Fly with Me—A Travel Brochure

Use with Chapter 10

Background

Did you know that a good travel agent also must be an expert in geography? In order to plan a trip for a client, a travel agent must know about all the best places to visit, as well as what the client wants to see and do.

Objectives

• Apply your understanding of where places are located to make decisions about travel routes, ways to travel, and time allotments.
• Use your understanding of Latin America’s climate zones and physical geography to recommend appropriate clothing and supplies.
• Identify important historic sites in Latin America and how they relate to the region’s culture.
• Identify celebrations, festivals, and religious and family activities that reveal Latin America’s culture.

Task

A client has asked a number of travel agencies to prepare a brochure for a Latin American excursion. The agency that prepares the best brochure will win the contract and earn a large fee. You and the other members of your agency must work together to prepare the brochure. The client wants the brochure to have original artwork, an attractive cover, a map of the planned route, and a short description of each place to be visited in Latin America.

Materials

• Paper
• Paints or markers
• Research materials
• Computer (optional)

Procedure

1. Refer to the Classroom Assessment Lists for a Cooperative Group Management Plan on page 109, a Travel Brochure on page 135, and a Map on page 107 to help you plan your project.
2. Decide on the size of paper and the drawing media (markers, crayons, and so on).
3. Select landforms, cities, historical sites, and activities.
4. Gather information for your portion of the project.
5. Make sketches of your selections, and write descriptions to accompany them.
6. Share your work with other members of your travel agency to get their ideas.

Assessment

1. Use the Classroom Assessment Lists to check your work.
2. Add missing elements or improve existing elements.
3. Make your final drafts.
4. Compile your work with that of other members of your travel agency to create your brochure.
5. Perform a final self-assessment of your entire brochure and map.
Because of its location, Europe has diverse climate regions. Your textbook gives a brief description of the climate regions, but an old saying notes that “a picture is worth a thousand words.” Pictures make it easier to understand what different climate regions are like.

- Identify the different climates in Europe.
- Show how location, wind, elevation, and proximity to water affect climate and vegetation.

In order to help elementary school students understand the climate regions of Europe, create a poster that conveys understanding of a given climate region. Include drawings, illustrations, photos, or other graphic images that show the weather patterns, natural vegetation, animal life, and ways of living in your assigned climate region of Europe.

Elementary school students in grades 3 through 5 are the audience for your poster.

1. Refer to the Classroom Assessment Lists for a Poster on page 127 and for a Drawing or an Illustration on page 81 to help you plan your project.
2. Research a climate region of Europe. You must go beyond what is in your textbook. Use the Internet, library, or other resources for your research.
3. Sketch the components of your poster.
4. Design the layout of your poster. Collect photos, illustrations, or other pictorial images you wish to use for your poster.
5. Share your designs with a classmate, and get suggestions for improvement.
6. Make revisions.

1. Use the Classroom Assessment Lists to make sure that you have included all of the required elements.
2. Add missing elements or improve existing elements.
3. Create your final poster.
4. Perform a final self-assessment on your poster, and hand it in.
What is culture? What elements make up a country’s culture? How does culture develop? We can learn by understanding the culture of another country. People from different cultures can learn to live with and respect one another. What similarities and differences can we find among the cultures of Europe? The answers to these questions have important implications in an increasingly interdependent world.

Objectives
• Familiarize yourself with the history and patterns of settlement of a European country.
• List the dominant languages and religions.
• Identify the major holidays and traditions.
• Discuss how minority groups have influenced and shaped the culture of the country.

Task
In order to convey essential features of the culture of your assigned country to your classmates, you will create a display for a European Cultural Fair that addresses all aspects of your country’s culture. Be creative and inventive as you construct artifacts that show what your country is all about.

Materials
• Cardboard
• Construction paper
• Markers
• Scissors
• Research materials
• Computer (optional)
• Internet access (optional)

Procedure
1. Refer to the Classroom Assessment List for a Display on page 79 to help you plan your project. Refer to the list frequently as you work on your display.
2. Working with others, compile a list of the elements of culture.
3. Research the culture of your country. You must go beyond what is in your textbook. Use the Internet, the library, and other resources for your research.
4. Discuss and list ideas for your display.
5. Share your designs with a classmate and get feedback.
6. Design the layout of your display.
7. Make revisions and changes if necessary.

Assessment
1. Use the Classroom Assessment List for a Display to make sure that you have included all of the required elements.
2. Add missing elements or improve existing elements.
3. Create your final display.
4. Perform a final self-assessment on your display prior to the Cultural Fair.
A Report on Improving Transportation
Use with Chapter 13

Background
Europe has a well-developed system of highways, waterways, and railroads. Nearly all of the major cities in Europe have modern airports, and a system of rivers and canals provides water transportation.

Objectives
• Identify the various forms of transportation that are used in Europe.
• Use your knowledge of population density, urbanization, and landforms to determine which mode of transportation would be most efficient or practical to develop further.

Task
The European Union (EU) plans to invest in transportation improvements but has not decided how or where to spend money. You and your team of consultants will recommend how to allocate transportation funds. Design a method for rating each mode of transportation, and use your rating system to make recommendations. You will present your findings in a report to the EU Commission on Transportation Improvement.

Audience
Members of the European Union Commission on Transportation Improvement are the audience for your report.

Materials
• Paper
• Pen
• Computer (optional)
• Internet access (optional)

Procedure
1. Refer to the Classroom Assessment List for a Research Report on page 129, Information Problem Solving on page 95, and a Cooperative Group Management Plan on page 109 to help you plan your project.
2. Work with your team to create a rating system for each mode of transportation.
3. Gather information for your portion of the project. You must go beyond what is in your textbook. Use the Internet, the library, or other resources for your research.
4. Share your ideas with your team, and get suggestions and feedback.
5. Work with your teammates to complete the rating scale.
6. Design the report in collaboration with your teammates.
7. Create any charts or graphs related to your portion of the project.
8. Write your portion of the report.
9. Combine your portion of the report with those of your teammates.

Assessment
1. Use the Classroom Assessment Lists to make sure that you have included all of the required elements.
2. Add missing elements or improve existing elements.
3. Compile the full report.
4. Perform a final self-assessment before you hand in the report.
American corporations are looking forward to business ventures with Russia and the other former Soviet republics. With their rich resources, these countries offer prime investment opportunities for U.S. companies that have the capital and technology to open plants and produce marketable goods.

**Objectives**

- Identify the natural resources in Russia and other former Soviet republics.
- Discuss the costs involved in extracting these resources and the safety measures needed to protect the environment.
- Determine your company’s needs for raw materials, access to transportation, and available sources of labor.

**Task**

You are a representative of a U.S. corporation that is interested in establishing a business in Russia or another former Soviet republic. Your task is to select an area in one of these countries that you think would be an ideal location for your business. To do this, you must conduct a land survey and write a persuasive letter to the United States Trade and Development Agency seeking support for your venture.

**Audience**

Members of the United States Trade and Development Agency are your audience.

**Materials**

- Cardboard
- Pen
- Paints or markers
- Ruler
- Paper
- Computer (optional)

**Procedure**

1. Refer to the Classroom Assessment Lists for a Land Use Survey on page 105, Persuasive Writing on page 121, a Poster on page 127, a Drawing or an Illustration on page 81, a Display on page 79, and a Bar or Line Graph on page 91.
2. Write a description of your company’s products and skills.
3. Choose a land area in Russia or one of the former republics that you believe will be a good place to locate your business.
4. Prepare your Land Use Survey.
5. Select the criteria to determine the suitability of the area.
6. Conduct your survey, collect your data, and plan its display.
7. Prepare a draft of your letter to the United States Trade and Development Agency.

**Assessment**

1. Use the Classroom Assessment Lists to check your work.
2. Add missing elements or improve existing elements.
3. Finalize your display, and prepare a final draft of your letter.
4. Perform a final self-assessment of the entire project before you hand in your work.
You can learn about the history, values, customs, and ethnic heritage of a people by reading their folktales. As people tell stories, they often select the things that are most important about their culture to weave into the stories. ‘Folktale detectives’ study this form of literature to learn about a culture.

Objectives

- List some of the different languages, religions, art forms, and lifestyles found in Russia.
- Identify the major secular and religious holidays.
- Discuss how culture in Russia has changed since the fall of the Soviet Union.

Task

Your task is to write a folktale based on information you have learned about Russia’s culture.

Other students are the audience for your folktale.

Materials

- Paper
- Pencil
- Computer (optional)
- Tape recorder (optional)

1. Refer to the Classroom Assessment Lists for a Folktale on page 85, an Idea/Web Organizer on page 93, and a Drawing or an Illustration on page 81 to help you plan your project.
2. Choose an ethnic group or geographical area within Russian culture and a time period in Russian history for your folktale.
3. Gather information on heritage, customs, beliefs, language, history, government, technology, and geography; organize it into an idea/web organizer.
4. Write a draft of your folktale. Keep in mind that the Russian people about whom this folktale is written should like what they read about themselves and that the folktale should appeal to their key cultural values.
5. Share the draft with a classmate, and get his or her opinion.

1. Use the Classroom Assessment Lists to check your work.
2. Add missing elements or improve existing elements.
3. Make illustrations to include with your folktale.
4. Perform a final self-assessment before you hand in your folktale.
A Tribute to a World Leader

Use with Chapter 16

Background

In the past decade, momentous changes have occurred throughout the world, altering the history, geography, government, technology, arts, economy, and culture of many countries. Often leaders are the catalysts that set these changes in motion. For example, Mikhail Gorbachev, the Soviet leader who received the Nobel Peace Prize in 1990, helped change the maps of Europe and Asia when he led a reform movement to promote democracy and restructure the economy of the former Soviet Union. Other innovative leaders have initiated major changes which have reshaped the world.

Objectives

- Research and prepare information about the background, character, goals, and accomplishments of an individual who has made a significant impact on Russia’s recent past.
- Prepare an analysis map of this person.
- Using information from your analysis map, describe some of the qualities of this individual.

Task

Your task is to write a tribute about a Russian leader for a magazine. The publishers of the magazine are designing a special issue that will focus on Russia’s leaders of the 1990s and 2000s who have helped shape the nation’s history.

Audience

People who read this magazine are the audience for your tribute.

Materials

- Paper
- Pen
- Research materials
- Computer (optional)
- Internet access (optional)

Procedure

1. Refer to the Classroom Assessment Lists for Information Problem Solving on page 95, an Analysis Map of a Leader on page 65, an Idea/Web Organizer on page 93, and a Tribute on page 137.

2. Gather information from a variety of sources (biographies, newspapers, the Internet, and so on), and design an analysis map of the Russian leader you have chosen.

3. Use the analysis map as a source to write a draft of your tribute.

4. Share the draft with a classmate, and get his or her opinion.

Assessment

1. Refer to the Classroom Assessment Lists to check your work.

2. Add missing elements or improve existing elements.

3. Create a final draft of the tribute.

4. Perform a final self-assessment on your tribute before you hand it in.
Authentic Assessment

A Geography Display

Use with Chapter 17

Background

Arid areas of North Africa, Southwest Asia, and Central Asia are at risk of famine. The Famine Early Warning Systems Network helps regional organizations manage the risk of food insecurity by analyzing geographic information including vegetation, climate, and landforms. It monitors variations in rainfall and temperature, studies satellite imagery, and predicts food and water shortages.

Objectives

- Understand the impact of rainfall patterns, proximity to water, and elevation on the different climates in North Africa, Southwest Asia, and Central Asia.
- Identify different types of vegetation in the region.
- List the major natural resources found in this region.
- Discuss the types of natural disasters that commonly occur in this region.

Task

You have been asked by your principal to create a bulletin board display or poster for a before-and-after-school program for middle school students. The teachers running this program feel that students should be exposed to the landforms, rivers, natural resources, climate areas, vegetation, and other geographic features of this region and understand their importance.

Audience

Middle school students who take part in the before-and-after-school program are your audience.

Materials

- Cardboard
- Construction paper
- Lined paper
- Paints or markers
- Pen

Procedure

1. Refer to the Classroom Assessment Lists for a Bulletin Board Display on page 69, a Display on page 79, a Poster on page 127, or a Three-Dimensional Model on page 113.
2. Research the landforms, rivers, natural resources, climate areas, vegetation, and other geographic features of North Africa, Southwest Asia, and Central Asia.
3. Create or locate a series of visuals on the geographic topics listed above.
4. Write captions for the visuals.
5. Show your visuals and captions to one or more of your classmates to get feedback and advice.

Assessment

1. Use the Performance Task Assessment Lists to check your work.
2. Add missing elements, or improve elements that are not as good as they should be.
3. Complete final products.
4. Perform a final self-assessment on your work.
Grant money often is provided by private and public institutions, corporations, universities, and government agencies to students who want to conduct research in various fields of study. In order to obtain this grant money, the student must submit a proposal or grant application outlining the goals and methods of the project.

- List and discuss the most important economic resources, cultural traits, traditions, and the physical environment (including natural resources) of a selected country in this region.
- Present a persuasive argument for awarding you the grant.
- Provide a clear description of how you will use the funds.

You are a graduate student planning to write a doctoral thesis on a country in North Africa, Southwest Asia, or Central Asia, and you need grant funding to accomplish your goals. You need to visit this country in order to get firsthand information for your thesis. Your task is to submit a grant proposal to obtain this funding.

**Audience**

Your audience is the Advisory Board for awarding grants.

**Materials**

- Paper
- Pen
- Resource materials
- Computer (optional)

1. Refer to the Classroom Assessment Lists for Information Problem Solving on page 95 and for a Grant Application on page 89 to help you plan your project.
2. Choose a country in North Africa, Southwest Asia, or Central Asia in which to conduct your research.
3. Use the Information Problem Solving assessment sheet to help you develop your course of study and goals.
4. Request grant money by drafting a proposal that includes:
   a. your full name and both home and school addresses,
   b. your home and school telephone numbers,
   c. your undergraduate and graduate majors and minors,
   d. your specific goals,
   e. the areas you plan to visit and why,
   f. the length of time you plan to spend in the country,
   g. a list of your accomplishments including academic and employment history.
5. Share your draft with a classmate for feedback and advice.

1. Use the Classroom Assessment Lists to check your work.
2. Add missing elements or improve existing elements.
3. Complete a final draft of your grant proposal.
4. Perform a final self-assessment on your proposal, and hand in your project.
**Authentic Assessment**

**Technology—A Catalyst for Change**
*Use with Chapter 19*

**Background**

"Researchers Make Genetic Breakthrough."
"Information Superhighway Transforms Landscape for Business and Consumers."
"Biologists Seek to Use Plants as Vaccines to Prevent Disease." Technology is a catalyst that can propel a country forward. A single new invention or discovery can not only make headlines but make history, influence cultures, change governments, and shape economies.

**Objectives**

- Determine the most pressing economic, cultural, or environmental problems facing a country in North Africa, Southwest Asia, or Central Asia.
- Identify what, if any, weaknesses in the country's infrastructure might act as a barrier to your technological remedy.

**Materials**

- Paper
- Computer (optional)
- Graph paper (optional)
- Pencil, pens, and markers
- Modeling clay or papier mâché (optional)

**Procedure**

1. Refer to the Classroom Assessment Lists for a Cause-and-Effect Essay on page 75, an Invention on page 99, a Three-Dimensional Model on page 113, and a Display on page 79 to help you plan your work.
2. Select a North African, Southwest Asian, or Central Asian country. Read about its environment, technology, and standard of living, and choose a topic for which your invention or process will be created.
3. Devise an invention or develop a new process related to the topic.
4. Use your imagination, and be as creative as possible with your new idea.
5. Decide how to visually display your invention or process.
6. Draft a cause-and-effect essay to describe the impact your idea will have on the people of your country.
7. Share your essay and visual display with a classmate to get feedback and advice.

**Assessment**

1. Use the Classroom Assessment Lists to check your work.
2. Add missing elements or improve existing elements.
3. Perform a final self-assessment on your work, and present both essay and visual display to the committee members.
Authentic Assessment

Endangered Wildlife—A Letter to the Editor
Use with Chapter 20

Background
The savannas of Africa are home to many endangered species of animals. The white rhino, elephant, and lion are just some of the larger and better-known animals that face uncertain futures. Among the serious problems facing wildlife in Africa’s savannas are:
• competition for food as herders graze their animals on land previously available to wildlife;
• poaching (illegal hunting);
• and the destruction of wildlife habitat to make room for farms, mines, factories, and cities.

Objectives
• Select an endangered animal species from the African savanna.
• Analyze the natural and human-generated threats to this species.
• Identify the types of resources needed to preserve the habitat of this species.

Task
Your task is to research the changing habitat of an endangered animal from the African savannas. Write a letter to the editor of your local newspaper explaining the threats to this species, outlining steps that governments and readers can take to save it.

Audience
Newspaper readers of all ages in your community form the audience for your letter to the editor.

Materials
• Paper
• Pen

Procedure
1. Refer to the Classroom Assessment List for an Editorial or Letter to the Editor on page 83 to help you plan your letter.
2. Using the library, an encyclopedia, the Internet, or other research source, select an endangered species found on the savannas of Africa.
3. Research the animal species so that you have information on the following topics:
   a. life cycle, feeding habits, raising of young, and natural life expectancy
   b. past and present range and numbers
   c. present dangers, such as loss of habitat to farming or illegal hunting
4. Draft a letter to the editor of your local newspaper. Describe the animal, the dangers it now faces, what needs to be done to protect it, and why it should be protected.

Assessment
1. Use the Classroom Assessment List for an Editorial or Letter to the Editor to check your work.
2. Add missing elements or improve existing elements.
3. Create your final draft.
4. Perform a final self-assessment on your letter before you hand it in.
Authentic Assessment

Africa and the United States—Preparing Graphs

Use with Chapter 21

Background
Developing nations face tremendous challenges in providing for their citizens. Shortages of money, schools, doctors, and technical experts have left many countries struggling to meet the needs of their people.

Objectives
- Collect information about the health care, levels of income, and education in Africa south of the Sahara.
- Catalogue the economic resources of these countries, including raw materials, available sources of labor, access to transportation, and the degree of industry and trade development.
- After completing your assessment, determine what kinds of aid would best help solve the problems facing these countries.

Task
You have been asked by a committee of the United Nations to provide a set of graphs comparing literacy, income, life expectancy, and infant mortality rates for a selected group of African countries. You will then decide what types of aid should be sent to which countries, according to your findings.

Audience
The graphs you create will be used by a committee of the United Nations to determine where aid will be sent.

Materials
- Graph paper
- Pen
- Computer (optional)
- Internet access (optional)

Procedure
1. Refer to the Classroom Assessment List for a Bar or Line Graph on page 91 to plan your project.
2. Select five African countries to be the subjects of your study.
3. Using a current World Almanac, the Internet, or other reliable resources, obtain the following information:
   a. literacy rate (percentage of people who can read at or above a fifth-grade level)
   b. per capita income or per capita GDP (income per person in dollars)
   c. male/female life expectancy (average age person can expect to live)
   d. infant mortality rate (percentage of children dying before their first birthday)
4. Using your resources, find the same information for the United States.
5. Create a series of bar graphs comparing the six countries for each category.
6. According to your graphs, decide which country or countries should receive aid and what forms the aid should take.

Assessment
1. Use the Classroom Assessment List for a Bar or Line Graph to check your work.
2. Add any missing elements or improve existing elements.
3. Perform a final self-assessment on your graphs, and hand them in.
Authentic Assessment

People and Their Environment—It’s in the News
Use with Chapter 22

**Background**
The economic activities that people use to support themselves are closely tied to the environment. In Africa this interaction can be seen in the methods of farming, herding, gathering, fishing, lumbering, and mining.

**Objectives**
- Discuss and analyze the positive and negative impact of economic activities and development on this region’s environment.
- List ways that physical barriers or climates have limited economic development.
- List ways that proximity to water, access to transportation, and plentiful natural resources have accelerated economic development.

**Task**
Your task is to create a newspaper article about human/environment interaction. The two-page article will include a headline, a lead sentence, and an introductory paragraph. You also will draw a political cartoon that illustrates the relationship between humans and their environment explained in your article.

**Audience**
Newspaper readers, including other students or adults, form the audience for your newspaper article and political cartoon.

**Materials**
- Paper
- Pen or pencil
- Computer (optional)

**Procedure**
1. Refer to the Classroom Assessment Lists for a Newspaper Article on page 115 and for a Political Cartoon on page 73 to help you plan your project.
2. Select an economic activity in Africa that reflects human/environment interaction.
3. Research and draft a newspaper article at least two pages long in which you describe the selected economic activity. Use the journalistic style, asking and answering the questions who, what, where, when, why, and how in your article. Create a headline for your article.
4. Draw a political cartoon to illustrate your article, reflecting the human/environment interaction you discussed.

**Assessment**
1. Use the Classroom Assessment Lists to check your work.
2. Add missing elements or improve existing elements.
3. Create a final draft of your article and cartoon.
4. Perform a final self-assessment on both your newspaper article and your political cartoon before you hand them in.
Authentic Assessment

A South Asian Picture Glossary
Use with Chapter 23

Background
The physical geography of South Asia is fascinating and diverse. From the Himalayas to the alluvial plain of the Ganges River, the topography is extremely varied. The geographic vocabulary for South Asia is almost endless, and it might seem bewildering to younger students.

Objectives
- Make a list of terms for the varied landforms, vegetation, and climate regions of South Asia.
- Use reference materials to create illustrations that depict the meaning of your geographic terms.

Task
Your task is to create an illustrated children’s book. Your book will be a glossary of terms describing South Asian geography. For each geographic term (such as alluvial plain), you will draw an illustration and write a short definition. Finally, you will choose a title and create an attractive cover for your book.

Audience
Elementary students are the audience for your glossary.

Materials
- Paper
- Pen and markers
- Resource materials
- Computer (optional)

Procedure
1. Refer to the Classroom Assessment Lists for a Children’s Book on page 77 and for a Drawing or an Illustration on page 81 to help you plan your project.
2. Compile a list of geographic terms that you will include in your glossary.
3. Share your list with a classmate, and add new terms if necessary.
4. Create sketches and write definitions for each vocabulary word.
5. Share your work with a classmate for feedback and suggestions.
6. Choose a title, and design the cover for your book.

Assessment
1. Use the Classroom Assessment Lists to check your work.
2. Add missing elements or improve existing elements.
3. Make a final draft of the glossary.
4. Perform a final self-assessment on your glossary before you hand it in.
Archaeologists perform digs that reveal clues about the culture of the people who lived in a region. Some of the physical evidence, or cultural artifacts, that archaeologists discover can inform us about the form of government, family structure, economy, and beliefs of these former residents. All cultures have artifacts that help other people understand who they are and what they believe.

Objectives

- Make replicas of relics or artifacts that will offer clues about the history, religion, social structure, and geography of a South Asian country.
- Present your artifacts in an organized way, such as grouped by the age of the objects, the region where they were located, or their importance as cultural objects.

Task

Your job is to create a collection of cultural artifacts that convey to your audience an understanding of your assigned country and its people. Your goal is to help your audience understand your country’s beliefs and values.

Audience

Your classmates and other students are the audience for your artifact collection.

Materials

- Cardboard, clay, wood, or other craft materials
- Markers
- Paper
- Pen
- Resource materials
- Computer (optional)
- Internet access (optional)

Procedure

1. Refer to the Classroom Assessment List for a Scrap Book or Artifact Collection on page 131 to help you plan your project.
2. Research your assigned country. Use the library, the Internet, or other research sources. You must go beyond the material contained in the textbook.
3. Compile a list of possible artifacts for your collection.
4. Share your list with a classmate, and add new ideas.
5. Create your artifacts. Each one must be crafted by you. You may use purchased materials, but you may not purchase or use genuine artifacts from your country. The goal is to create your own.
6. Share your artifacts with a classmate for feedback.
7. Design the box or container for your collection.

Assessment

1. Use the Classroom Assessment List for a Scrap Book or Artifact Collection to make sure that you have included all necessary elements.
2. Add any missing elements, or improve those elements you have.
3. Perform a final self-assessment before you hand in your artifact box.

A South Asian Artifact Collection

Use with Chapter 24

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Pollution, deforestation, the effects of irrigation and dam projects, and overpopulation are among the environmental concerns affecting South Asia. What steps can the people of the region take to save their environment?

**Objectives**

- Identify the most pressing threat to the environment of South Asia.
- Describe the human activities that have contributed to this environmental problem.
- Through selected images, illustrate the nature of the environmental problem facing South Asia, and recommend a solution.

**Task**

Your task is to create a slide show to inform South Asians about environmental issues and to suggest practical solutions.

**Audience**

South Asian community leaders are the audience for your slide show.

**Materials**

- Magazines
- Resource materials
- Slide-maker, or presentation software
- Computer (optional)
- Internet access (optional)

**Procedure**

1. Refer to the Classroom Assessment List for a Slide Show or Photo Essay on page 133 to help you plan your project.
2. Research a selected environmental issue. Use your textbook, the Internet, the library, and other resources in your research.
3. Compile a list of pictures for the slides. Keep track of which book the pictures are in, as well as the page numbers. Be sure to identify and credit your sources.
4. Share your pictures with a classmate to get suggestions and feedback.
5. Get instructions for how to use the slide-maker or presentation software if you do not already know how. Organize your slides.
6. Draft the commentary/script, and select appropriate background music.
7. Show your presentation to a classmate to get feedback.

**Assessment**

1. Use the Classroom Assessment List for a Slide Show or Photo Essay to make sure you have included all necessary elements.
2. Make adjustments to your script and add or delete slides.
3. Record the audio portion of your slide show.
4. View your slide show, and make any necessary final adjustments.
5. Perform a final self-assessment on your slide show.
When Disaster Strikes—A Short Story

Use with Chapter 26

Background

Natural disasters have changed history. Tsunamis, earthquakes, typhoons, hurricanes, floods, tornadoes, droughts, and fires have killed millions of people, destroyed villages, towns, and cities, and wreaked havoc on economies. East Asia has faced many natural disasters.

Objectives

1. Discuss the most common types of natural disasters in East Asia and the seasonal patterns, if any, of these events.
2. Describe what sorts of preventive actions people in this region take to minimize deaths and property damage.

Task

You are an exchange student living in Japan when you witness the death and destruction caused by a tsunami. You watch citizens search for family members and sift through piles of metal roofs, overturned cars, furniture, and family photographs. When you return to the United States, you join two friends who also have witnessed natural disasters. One observed a devastating earthquake in India, and the other survived a major flood in the United States. The three of you decide to write short stories about three families—one from each country—who have been affected by natural disasters and how they overcame their losses to survive.

Audience

Your classmates and teachers and the reading public are your target audience.

Materials

- Paper
- Pen
- Research materials
- Computer (optional)

Procedure

1. Refer to the Classroom Assessment Lists for Writing Fiction on page 141 and for Peer Editing on page 119 to help you plan your project.
2. Form a group of three students.
3. Each member of your group should choose one of the topics listed in the task.
4. Research natural disasters and their aftermath. Use your textbook, the Internet, the library, and other resources for your research.
5. Research the geography, culture, and economy of your chosen country.
6. Draft your story, weaving in fact and fiction.
7. Peer edit your stories, and present them to teachers and classmates.

Assessment

1. Use the Classroom Assessment Lists to check your work.
2. Add missing elements or improve existing elements.
3. Complete the final draft of your story.
4. Perform a final self-assessment before handing in your work.
Authentic Assessment

My Life—The Story of an East Asian Student
Use with Chapter 27

**Background**

The lifestyles and cultural heritage of students in East Asia are very different from those of students in the United States. East Asia is made up of many countries and ethnic groups with a wide variety of religions, philosophies, languages, and governments. Autobiographical stories provide insights into the lives of teenagers in countries around the world that reflect those differences.

**Objectives**

- Describe an East Asian community from the viewpoint of an East Asian student.
- List and discuss characteristics that define the culture of your country, including religion, language, education, leisure activities, and family and community traditions.

**Task**

Your task is to create an Autobiography and Idea/Web Organizer using the point of view of an East Asian student who is about your age.

**Audience**

Your classmates and others interested in East Asia are your audience.

**Materials**

- Paper
- Pen
- Research materials
- Computer (optional)
- Internet access (optional)

**Procedure**

1. Refer to the Classroom Assessment Lists for an Autobiography on page 67, and for an Idea/Web Organizer on page 93 to help in planning.
2. Research your assigned East Asian country. Use your textbook, the Internet, the library, and other resources in your research.
3. Decide on the contents of your autobiography, and use an Idea Web/Organizer to organize your topics and their details.
4. Share your web with classmates, and add new ideas.
5. Draft the text of your autobiography.

**Assessment**

1. Use the Classroom Assessment Lists to check your work.
2. Add missing elements or improve existing elements.
3. Create final drafts of your web organizer and autobiography.
4. Perform a final self-assessment on your autobiography and organizer before you hand in your work.
Go Team—A Business Letter and Presentation

Use with Chapter 28

**Background**

In Japan the majority of businesses practice *kaizen*, a Japanese word meaning "continuous improvement." Teamwork, worker involvement, goal setting, and communication are core components of this philosophy.

**Objectives**

- Discuss and analyze the role of families and teachers in promoting the ideas of teamwork, goal setting, and open communication.
- Make a list of different types of companies or industries in Japan that use these business practices.
- Find or make illustrations that accurately depict these business practices for your audience.

**Task**

You have been given the task of revitalizing the Maetog Book Publishing Company, an ailing firm that is about to go bankrupt. Your goal is to reorganize the management control system, emphasizing a cooperative workplace, encouraging worker creativity, and focusing on teamwork. You will write a business letter to the head of a successful Japanese corporation requesting an interview to learn about his or her company's methods. You will conduct your interview and share your observations with your employees, using a visual presentation.

**Audience**

The employees of the Maetog Book Publishing Company are your audience.

**Materials**

- Markers
- Paper
- Pen
- Research materials
- Computer (optional)
- Magazines (optional)

**Procedure**

1. Refer to the Classroom Assessment Lists for a Business Letter on page 71, an Interview on page 97, a Poster on page 127, and a Display on page 79 to help you plan your project.
2. Research Japanese business practices. Use your textbook, the Internet, the library, and other resources for your research.
3. Draft your letter, and have another student (your coworker) help you revise it. Use the Classroom Assessment List for a Business Letter to guide you.
4. Develop a set of interview questions with your coworker.
5. Conduct your interview, with another classmate playing the role of the owner of this company. Answers to your interview questions should reflect the research you have done.
6. Sketch on posterboard or paper the visual presentation that you will give to employees. Share your work with a classmate for feedback.

**Assessment**

1. Use the Classroom Assessment Lists to check your work.
2. Add missing elements, or improve existing elements.
3. Make your final visuals.
4. Make your final presentation.
5. Perform a final self-assessment on your entire project.
Authentic Assessment

A Business Plan
Use with Chapter 29

Background
Southeast Asia, with its growing population and diverse resources, is attractive to businesses that are looking to expand. A prospectus is a business offering in the form of a pamphlet that describes investment or marketing opportunities in the region.

Objectives
• Discuss the major physical characteristics of this area that make it attractive to investors, including location, climate, vegetation, transportation, and natural resources.
• Discuss the weaknesses or deficiencies of this region that might discourage investors and offer suggestions for overcoming these obstacles.

Task
You will create a four-page prospectus—a business brochure on a Southeast Asian country. This publication will highlight the opportunities this country has to offer for business investment and marketing of products.

Audience
Business investors are the audience for your prospectus.

Materials
• Graph paper
• Markers
• Paint
• Paper
• Pen
• Computer (optional)
• Internet access (optional)

Procedure
1. Refer to the Classroom Assessment Lists for a Travel Brochure on page 135, Persuasive Writing on page 121, a Map on page 107, a Bar or Line Graph on page 91, and a Business Letter on page 71.
2. Use a World Almanac, the Internet, and your textbook to draft a four-page brochure. Include each of the following about your country:
   a. a product map or collage map with title and products depicted symbolically,
   b. an information page of data that could be important to business investors,
   c. a page that includes at least one graph or chart giving important facts about your country, such as a circle graph illustrating the percentage of the world’s supply of a certain mineral found in your country or a bar graph showing by dollar value the three most important products traded to the United States,
   d. a page containing a persuasive letter that explains why businesses should consider coming to your Southeast Asian country.

Assessment
1. Use the Classroom Assessment Lists to check your work.
2. Add missing elements or improve existing elements.
3. Create the final draft of your prospectus.
4. Perform a final self-assessment on your project before you hand it in.
Southeast Asia and Your State—A Poster
Use with Chapter 30

Background
All countries adapt to their environment to meet the needs of their people. Some of these needs are food, housing, jobs, education, and transportation.

Objectives
• Describe ways that Southeast Asian nations meet the basic needs of food and shelter.
• Explain how cultural traditions, religion, a sense of history, and the physical environment have helped or hindered people trying to fulfill these basic needs.

Task
With a partner, your task is to create a poster that uses a Venn diagram to compare one or more needs that people generally share. On one side of your diagram you will illustrate ways in which this need is met in a Southeast Asian country. On the other side you will illustrate ways in which that need is met in your state. Intersecting portions of the diagram will show methods that are similar in both regions. After brainstorming as a class, each pair of students will select specific needs to research and illustrate.

Purpose
The purpose of your poster is to explore how people solve similar basic needs in different ways according to their environment, culture, and history.

Procedure
1. Refer to the Classroom Assessment List for a Poster on page 127.
2. As a class, discuss and list universal human needs, such as health care, food, and housing.
3. With your partner, list topics that you may wish to show in your poster.
4. Select a Southeast Asian country, and use the Internet or materials in the library to locate information on needs that you will show in your Venn diagram.
5. List ways in which this need is being met in your state.
6. Select a format for neatly, colorfully, and creatively illustrating your poster.
7. Create a rough draft of your poster to check your diagram for accuracy and logic and to make sure that it clearly illustrates the main points you wish to make.

Audience
Your poster will be shared with other students in your class.

Materials
• Cardboard
• Markers
• Pencil and compass
• Computer (optional)
• Internet access (optional)

Assessment
1. Use the Classroom Assessment List for a Poster to check your work.
2. Add missing elements or improve existing elements.
3. Create your final poster.
4. Perform a final self-assessment on your poster before you share it with other students in your class.
The Legacy of the Vietnam War—A Letter to the Editor

Use with Chapter 31

Background
During the 1960s and early 1970s, the United States fought in a controversial and deadly war in Vietnam. Largely because of increasing protests in the United States, the United States finally withdrew from the fighting. Shortly thereafter, North Vietnam succeeded in conquering the South and uniting Vietnam under communist rule. Today, Vietnam and the United States enjoy a good relationship that includes trade and other business exchanges, including tourism. For some people, however, the Vietnam War and the deaths of tens of thousands of Americans and hundreds of thousands of Vietnamese are still a bitter memory.

Objectives
• Research the history of Vietnam, focusing on the occupation of Southeast Asia by countries outside the region.
• Discuss the impact of Vietnam’s war with the United States on its environment and its people.
• Describe some important changes that have occurred in Vietnam since the war ended.

Task
Your task is to engage in an issue controversy and write a letter to the editor of a local newspaper supporting your position on one of the following issues:
a. the closer relations between the United States and Vietnam
b. the continued search for American soldiers missing in action in Vietnam
c. the obligations of the United States government toward Vietnam veterans

Audience
Classmates or citizens in your local community are the audience for your letter.

Materials
• Paper
• Pen
• Research materials
• Computer (optional)
• Internet access (optional)

Procedure
1. Refer to the Classroom Assessment Lists for an Issue Controversy on page 101 and for an Editorial or Letter to the Editor on page 83.
2. You will be assigned to a group of four students. Within that group, you and a partner will be asked to either support or oppose a position on an issue.
3. With your partner, research and then create an outline of main ideas and supporting facts for your position.
4. Present your argument to the other pair in your group. Then, listen to their argument.
5. Working as a group, come to an agreement on the issue.
6. Working alone, draft a letter to the editor expressing your group’s opinion on the position.

Assessment
1. Use the Classroom Assessment Lists to check your work.
2. Add missing elements or improve existing elements.
3. Complete your final draft.
4. Perform a final self-assessment on your letter before you hand it in.
A Tour of Oceania—A Photo Display

Use with Chapter 32

Background
Travel agencies often set up tours for educators and their families and friends. Oceania, with its many islands, atolls, lagoons, and volcanoes, provides a geographical wonderland for eager educators. Travel not only gives them graduate credits for advanced degrees but also will help them enrich their classroom curriculum. A teacher can relay information gathered from firsthand encounters that cannot be found in textbooks.

Objectives
• Describe the climate and vegetation of Oceania.
• Make a list of the region’s most plentiful natural resources.
• Find or make pictures that accurately illustrate the physical geography of Oceania.

Task
You are an education coordinator and tour guide for Oceanic Study Tours, Inc. You are planning a photographic display on the geographical features of Oceania which you hope will encourage educators to join your summer tour.

Audience
American educators and their families and friends are the audience for your photo display.

Materials
• Cardboard
• Markers
• Research materials
• Computer (optional)
• Internet access (optional)

Purpose
The purpose of your photo display is to convince educators to join your tour by presenting intriguing examples of Oceania’s physical geography.

Procedure
1. Refer to the Classroom Assessment List for a Slide Show or Photo Essay on page 133 to help you plan your work.
2. Complete research on the physical geography of Oceania. Use your textbook, the Internet, the library, and other resources for your research.
3. Choose pictures for your photo display.
4. Organize the pictures, and develop a caption or label for each one.
5. Practice your presentation with a classmate.

Assessment
1. Use the Classroom Assessment List for a Slide Show or Photo Essay to check your work.
2. Add missing elements or improve existing elements.
3. Present your photo essay display to your audience.
4. Perform a final self-assessment on your project.
Movies made in Australia sometimes are financed by individuals who buy shares of stock in the production company. Because the Australian film industry is subsidized by the government, the shares of stock are tax deductible. Quarterly dividends are paid to the investors, and after all the rights have been sold, profits are taken.

Objectives

- Understand the different languages, religions, and ethnic groups in Australia.
- Write a script that reflects the cultural diversity of the region.

Task

You are an American who is writing a play with an Australian theme. You travel to Australia to learn about its culture so that your play will be authentic. Your job is to write the script, choose a director and actors from Australia, and produce the play. You hope your work will someday be turned into a movie.

Audience

Members of the Australian film industry are the audience for your play.

Materials

- Paper
- Pen
- Research materials
- Computer (optional)
- Internet access (optional)

Procedure

1. Refer to the Classroom Assessment Lists for a Play on page 123, and for an Idea/Web Organizer on page 93 to help you plan your work.
2. Explore the cultural geography of Australia. Use your textbook, the Internet, the library, and other resources for your research.
3. Use a web organizer to organize information you will use to plan your play.
4. Draft your script, and create an interesting title.
5. Ask a classmate to read your script and offer advice or suggestions.
6. Ask several classmates to be Australian actors in your play.
7. Choose music, costumes, and scenery.
8. Rehearse one scene from your play.

Assessment

1. Use the Classroom Assessment Lists to check your work.
2. Add missing elements or improve existing elements.
3. Present one scene to members of the Australian film industry.
4. Perform a final self-assessment on the entire project.
Sheep graze over much of the land in New Zealand. With new machinery and improved fertilizers, farmers have been able to increase their grazing land and the number of sheep they can raise. Scientific research and advertising have allowed New Zealand to expand sales of wool to Western Europe and Japan.

• Describe how the physical geography of New Zealand, including climate and vegetation, make it ideal for manufacturing and exporting woolen clothing.

• Describe how the cultural geography of New Zealand, including education, technology, transportation, and labor supply, has helped industry to develop.

You are a designer who creates woolen clothing. On a recent trip to Japan, you noticed the excellent quality of the woolen clothing produced there. After learning that the wool came from New Zealand, you travel there and set up a woolen clothing business. Your job is to create a brochure promoting your new company, the wool of New Zealand, and the clothing you have designed.

American and Japanese consumers interested in quality woolen clothing are the audience for your brochure.

1. Adapt the Classroom Assessment List for a Travel Brochure on page 135 to help you plan your project.

2. Choose a partner to work with you in your business.

3. Conduct research on woolen products of New Zealand. Use the Internet, the library, and other resources for your research.

4. Write an introduction promoting New Zealand wool.

5. Sketch designs of woolen clothing for men, women, and children.

6. Write descriptions for each design, including the prices.

7. Include an order form requesting information from the buyer. (Hint: Look at mail-order forms for ideas.)

8. Design an interesting cover for your brochure.

1. Use the Classroom Assessment List for a Travel Brochure to check your work.

2. Add missing elements or improve existing elements.

3. Complete the final draft of your brochure.

4. Perform a final self-assessment before you hand in your brochure.
### Classroom Assessment

**List for an Analysis Map of a Leader**

Use with Chapter 16

<table>
<thead>
<tr>
<th>Element Assessment</th>
<th>Points Possible</th>
<th>Earned Assessment</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The purpose or theme of this map is clear when you first look at it.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The leader’s name has been placed in the largest and most central figure.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. The background information and accomplishments of the leader appear in smaller figures that circle or connect to the central figure.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Examples of characteristics and accomplishments are either connected to similar figures or placed beside them.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>5. The details provide a vivid picture of the character being analyzed.</td>
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</tr>
<tr>
<td>6. The adjectives used are specific.</td>
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</tr>
<tr>
<td>7. The examples support the chosen characteristics, background information, and accomplishments.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>8. A balance of characteristics, background information, and accomplishments has been listed.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>9. The map is creative. Space, shape, textures, and colors provide information and enhance the map.</td>
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<tr>
<td>10. The map is clear and neat; there are few, if any, mechanical errors.</td>
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<tr>
<td><strong>Total:</strong></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**World Geography and Cultures**

65
for an Analysis Map of a Leader

**S** The map (web) is outstanding. It is exceptionally comprehensive, creative, and neat. It communicates information about the leader perfectly.

**T** The topic and main ideas of this map are very clear when you first look at it. The leader's name has been placed in the largest and most central figure. The background information and accomplishments of the leader are noted accurately in the qualifiers surrounding the central figure, and details supporting these qualifiers are connected to, or listed next to, the qualifiers. These details are specific and provide a vivid picture of the leader. A balance of characteristics, background information, and accomplishments is evident. Pictures, designs, colors, and shapes add clarity, and the map is clear, neat, and presentable. Proper mechanics are evident.

**U** The map is generally as good as one receiving a rating of **T**, but there are one or two important elements that are not excellent.

**V** The map is similar to one receiving a rating of **W**, but there are one or two elements that are well done.

**W** The map is weak. Although most of the information is accurate, the web is difficult to understand. It seems overcrowded or sparse, and the qualifiers are not similar in value and do not focus on the background information, characteristics, or accomplishments of the leader. The supporting details are not evident or do not vividly describe the qualifiers noted. The details are not specific. Space, shape, pictures, and color are not used to add clarity, and the map is not clear, neat, or presentable. There are many mechanical errors.

**X** The map is very poorly done.
## Classroom Assessment

### List for an Autobiography

Use with Chapter 27

<table>
<thead>
<tr>
<th>Element Assessment</th>
<th>Points Earned</th>
<th>Self</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Important parts of an autobiography are included (title page, introduction, body, conclusion).</td>
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<td></td>
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<tr>
<td>2. The topic or theme of the autobiography is clear. There is a focus on cultural characteristics.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>3. The autobiography is organized. Required parts are in the correct order, pages are numbered, and conclusions are insightful.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Paragraphs are fairly equal in value and focus on various areas, such as family, friends, and school.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>5. The written entries include main ideas, details, and examples.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>6. The entries are well written. The sentences flow and are filled with descriptive words. The paragraphs are logically ordered, with effective transitions between them.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Illustrations are evident and help make the book clear and interesting.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. The required number of entries has been met.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. There are very few mechanical errors.</td>
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</tr>
<tr>
<td>10. The finished work is neat and presentable.</td>
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<tr>
<td><strong>Total:</strong></td>
<td></td>
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</tr>
</tbody>
</table>
The autobiography goes beyond the rating of T. It is especially eloquent and creative. The content and writing style are superior.

T The autobiography is generally excellent. It accomplishes its purpose with the intended audience. The student's life provides the main focus and is clearly portrayed through the use of main ideas and examples, with an emphasis on culture. Organization is evident. There is a controlled, logical sequence. Pages are numbered, required parts of the autobiography are in the correct order, and conclusions are insightful. The entries are well written. The sentences flow together and are filled with descriptive words. The paragraphs are logically ordered with effective transitions. The required entries have been met, there are few mechanical errors, and the work is neat and presentable.

U The work is generally as good as one receiving a T rating, but it is uneven with some relatively less developed areas.

V The work is similar to one receiving a W rating, but it has one or two areas that are relatively better developed.

W The autobiography is weak. It does not accomplish its purpose well, nor does it communicate effectively with the intended audience. The theme is not clear, and the student's life is not adequately portrayed. Main ideas supported by examples are weak. The entries are not well written. Sentence structure is awkward, and there are no smooth transitions. Rich, descriptive language is not evident. Organization is not evident. Pages are either not numbered or numbered incorrectly. The autobiography is incomplete, mechanical errors interfere with meaning, and the work is not neat and presentable.

X The work is extremely weak in most or all areas.
### Classroom Assessment

**List for a Bulletin Board Display**

*Use with Chapters 9, 17*

<table>
<thead>
<tr>
<th>Element Assessment</th>
<th>Points Earned</th>
<th>Assessment Possible</th>
<th>Self</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The theme of the bulletin board display is immediately evident.</td>
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</tr>
<tr>
<td>2. Appropriate concepts are stated accurately.</td>
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</tr>
<tr>
<td>3. Adequate and accurate information supports the concepts.</td>
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<td></td>
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</tr>
<tr>
<td>4. The display works well visually. It appears organized and holds the attention of the intended audience.</td>
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<td></td>
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</tr>
<tr>
<td>5. The sequence of events and topics is easy to follow.</td>
<td></td>
<td></td>
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<tr>
<td>6. The visuals add to the interest and quality of information. They can be seen easily from several feet away.</td>
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<td></td>
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</tr>
<tr>
<td>7. Printed material is easy to read from several feet away.</td>
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</tr>
<tr>
<td>8. The bulletin board display is neat and presentable.</td>
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</tr>
<tr>
<td><strong>Total:</strong></td>
<td></td>
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</tbody>
</table>
S  The bulletin board display is beautiful. Not only are the concepts presented in the most accurate, interesting, and understandable way to the intended audience, but the display is a work of art.

T  The bulletin board display catches and holds the attention of the audience for whom it was intended. They can easily study the display from several feet away. The concepts and supporting information are appropriate to the task and accurately stated. Visuals and printed materials work together in an organized, uncluttered way to provide interesting information. The display is neat and presentable.

U  The bulletin board display is like one receiving the rating of T, except one or two important elements are not excellent.

V  The bulletin board display is like one receiving the rating of W, except one or two important elements are well done.

W  The bulletin board display is not interesting or attractive to its intended audience. The theme is unclear, and the information presented is inaccurate or incomplete. Visuals and printed materials do not work together. Information may be cluttered, unorganized, or too small to be seen easily from several feet away.

X  The bulletin board display is very poorly done.
## Classroom Assessment

### List for a Business Letter

*Use with Chapters 7, 28, 29*

<table>
<thead>
<tr>
<th>Element Assessment</th>
<th>Points Possible</th>
<th>Earned Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> The correct form for a business letter is used throughout:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. proper heading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. proper salutation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. proper closing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. proper spacing</td>
<td></td>
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</tr>
<tr>
<td><strong>2.</strong> The writer introduces himself or herself politely.</td>
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<td></td>
</tr>
<tr>
<td><strong>3.</strong> The writer completely and accurately explains his or her purpose for writing.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>4.</strong> Any requests are made clearly and politely.</td>
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<td></td>
</tr>
<tr>
<td><strong>5.</strong> The writer uses his or her own voice and style while maintaining the appropriate tone.</td>
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<td></td>
</tr>
<tr>
<td><strong>6.</strong> A return address is present on the letter.</td>
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<tr>
<td><strong>7.</strong> The letter is mechanically perfect.</td>
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<td></td>
</tr>
<tr>
<td><strong>8.</strong> The letter is neat and presentable.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*World Geography and Cultures*
for a Business Letter

Use with Chapters 7, 28, 29

S The business letter is superior. The form, style, content, and mechanics of the letter are perfect. The letter is interesting and engaging.

T The business letter is evenly excellent. The correct form for a business letter is used throughout. The tone of the letter is appropriate. The writer has used his or her own style while maintaining the appropriate formality. The writer understood the task, and the letter communicates the purpose to the reader. There are no errors in mechanics. The letter is neat and presentable.

U Although the business letter is very good, it is uneven in quality. The writer used the appropriate form for a business letter, but other elements of excellence are either missing or are of lesser quality than those in a business letter earning a rating of T.

V The business letter is similar in quality to a letter receiving a rating of W. The correct form for a business letter is used. In addition, there are other elements of excellence that are attempted in this letter that may be missing in a letter earning a W.

W The business letter needs substantial improvement. The proper form for a business letter was used, but it is not clear that the writer understood the task. Although the letter is fairly well organized, the writer does not clearly and accurately communicate his or her purpose to the reader. The writer’s choice of vocabulary is not appropriate for the task or for his or her ability. The tone of the letter is inappropriate for the task and for the individual style of the writer. There are several significant mechanical errors. The letter is not entirely neat and presentable.

X The business letter is very poor. The correct form is not used, and there is little attempt to complete the task as given.
## Classroom Assessment

### List for a Political Cartoon

Use with Chapter 22

<table>
<thead>
<tr>
<th>Element Assessment</th>
<th>Points Earned</th>
<th>Assessment Possible</th>
<th>Self</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The characters have been created to portray important concepts in the lesson.</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The characters and artwork are interesting and imaginative.</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>3. The theme is appropriate to the assignment and is clearly evident.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The concepts and supporting information are presented accurately through captions and dialogue.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. The concepts and supporting information are presented accurately through the illustrations and drawings.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. The technical quality of the artwork is high.</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>7. The entire political cartoon is neat and presentable.</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**Total:**

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Copyright © Glencoe/McGraw-Hill, a division of The McGraw-Hill Companies, Inc.
The political cartoon is a work of art. The central character(s) has/have been created in a most clever way to portray the central concepts of this lesson. The cartoon not only presents the concepts in an accurate and interesting way, the artwork for the setting and the central character or characters is extremely creative and of superb technical quality.

A very interesting character has been created to portray central objects in the lesson. The essential concepts and supporting information are conveyed through the illustrations and the captions. The artwork is of high technical quality, and the whole cartoon works well with its intended audience. The work is creative, neat, and presentable.

The cartoon is like one receiving a rating of T, except some important element is not excellent.

The central character is not very interesting. The information presented is not clear or it is inaccurate. Essential concepts of the lesson are not adequately conveyed through the illustrations and captions. The artwork is of poor technical quality. The whole work is not neat, presentable, or creative.

The cartoon is very poorly done.
**List for a Cause-and-Effect Essay**

*Use with Chapter 19*

<table>
<thead>
<tr>
<th>Element Assessment</th>
<th>Points Earned Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The introduction to the essay is exciting or interesting and catches the reader’s attention.</td>
<td></td>
</tr>
<tr>
<td>2. The main idea or topic is clearly stated in the introduction.</td>
<td></td>
</tr>
<tr>
<td>3. The organization is clear. The writer either begins with the causes and states the effect, or begins with the effect and states the causes.</td>
<td></td>
</tr>
<tr>
<td>4. The causes and effects can be real or made up, but they must make sense.</td>
<td></td>
</tr>
<tr>
<td>5. Transition words such as <em>so, because, since, as a result, therefore, and consequently</em> are used to clearly order the cause-and-effect relationships.</td>
<td></td>
</tr>
<tr>
<td>6. Examples and details are used to support the topic.</td>
<td></td>
</tr>
<tr>
<td>7. The conclusion sums things up for the reader.</td>
<td></td>
</tr>
<tr>
<td>8. There are few mechanical errors.</td>
<td></td>
</tr>
<tr>
<td>9. The work is neat and presentable.</td>
<td></td>
</tr>
</tbody>
</table>

**Total:**

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**World Geography and Cultures**

75
for a Cause-and-Effect Essay

Use with Chapter 19

S The student’s essay is unusually thoughtful, creative, complete, and clear. It shows a high level of understanding of the cause-and-effect relationship.

T The student’s work is excellent. The student clearly understood the task and was able to explain events in terms of causes and effects. The organization of the essay follows the suggested formats, and the main idea or topic is clearly stated. The causes and effects seem logical and are supported with excellent examples and details, and smooth transitions are made between these important elements. The student brings this essay to a close with a brief summary and perhaps a personal comment. There are few mechanical errors and the work is neat and presentable.

U The student’s essay is generally as good as one earning a rating of T, except there are some elements that are not as well done.

V The student’s work is poor, except there are some important elements that are well done.

W The student’s work is poor. He or she did not understand the task clearly and had difficulty explaining an event in terms of causes and effects. The organization of the essay does not follow the suggested format, and the main idea or purpose of this essay is not stated or is unclear. The causes and effects do not seem logical, and important transitional phrases are missing. There is no clear sequential order to the essay, and examples and details either are missing or are very general. There is no summary, or the summary is inadequate. Mechanics are poor, and the work is not neat and presentable.

X The student’s work is very poor.
### Classroom Assessment

**List for a Children’s Book**

*Use with Chapter 23*

<table>
<thead>
<tr>
<th>Element Assessment</th>
<th>Points Possible</th>
<th>Earned Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The social studies concepts chosen are important and are reflected in the content.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The information is accurate.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Main ideas are supported with details, and the details occur both in the graphics and in the writing.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The story line is interesting and appealing and has been thoughtfully prepared.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. The graphics are interesting and appealing to elementary school children.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. The writing is crafted to be appropriate to the audience.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. The book is original and creative and shows thoughtful work.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Writing mechanics are correct.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. The work is neat and presentable.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total:  

---

World Geography and Cultures  77
for a Children’s Book

Use with Chapter 23

S The book is eloquent. It weaves correct and interesting information into an engaging story. The artwork is beautiful. The children intended as its audience would love the book.

T The book is generally excellent. It presents correct concepts through correct, appropriate, and interesting information in the narrative and visuals. The book would be interesting to the age level of children intended as its audience. The reading level is appropriate to them. The book is well organized and has a nice flow, rather than being merely a series of pictures and statements. The work is mechanically correct and presentable.

U The book is similar to one receiving a rating of T, except there are one or two elements that are not excellent.

V The book is similar to one receiving a rating of W, except there are one or two elements that are well done.

W The book is generally poor. It contains errors in concepts or supporting details in either the narrative or the visuals. The book would not be very interesting to its intended audience. The book is more like a series of pieces than a flowing story. There are many mechanical errors and the work is not very presentable.

X The book is very poorly done.
### Classroom Assessment

**List for a Display**

*Use with Chapters 12, 14, 17, 19, 28*

<table>
<thead>
<tr>
<th>Element Assessment</th>
<th>Points Possible</th>
<th>Earned Assessment</th>
<th>Self</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The display has a clear theme that is appropriate to the concepts being conveyed.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The physical objects in the display are well coordinated with the theme.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Written descriptions clearly and accurately explain the social studies concepts.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Graphics such as symbols, words, statements, colors, patterns, and designs help carry out the theme.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. There is a clear, creative, and thoughtful organization and coordination between the physical objects and the graphics in the display.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. The display is attractive and presentable.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total:**

---

*World Geography and Cultures* 79
The display is eye-catching and conveys a strong message immediately. The physical objects are particularly well suited to the theme. The graphics are done with great artistic and technical skill. There is neither too much nor too little in the display. The whole display works well in communicating with the intended audience.

The student selected a theme for the display that is very appropriate to the concepts being conveyed. The student selected and arranged the physical objects so that the theme is clearly carried out. Graphics, including symbols, words, statements, and designs help carry out the theme and add interest to the display. There is a creative and thoughtful organization and coordination of the physical objects and the graphics. The display is very neat and presentable. It accomplishes its intended purpose with the target audience.

The display is like one that receives a rating of T, except there are some elements that are not excellent.

The theme selected is not very appropriate to the concepts being conveyed. The selection and organization of physical objects shows little thought and effort. The graphics are incomplete or inaccurate and do little to carry out a theme. The display is not neat and presentable. The display does not accomplish its purpose with the intended audience.

The display is very poorly done.
# Classroom Assessment

## List for a Drawing or an Illustration

Use with Chapters 6, 11, 14, 15, 23

<table>
<thead>
<tr>
<th>Element Assessment</th>
<th>Points Possible</th>
<th>Earned Assessment Self</th>
<th>Earned Assessment Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The drawing accurately represents the concept, textual material, and story.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Appropriate and accurate details are clearly shown.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. The illustration is drawn to scale.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The illustration is visually pleasing and not too crowded. Details of color,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>pattern, texture, and other physical characteristics are shown.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. A text or caption accompanies the drawing, explaining what this illustration</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>intends to show.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. The drawing is neat and presentable.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. The drawing uses the space well.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SCORING RUBRIC

for a Drawing or an Illustration

Use with Chapters 6, 11, 14, 15, 23

S The drawing or illustration is excellent. The concept, textual material, and story are perfectly represented in this visual format, and the principles of artistic composition are well employed in this drawing.

T The drawing or illustration is well done. It accurately represents the material and helps convey relevant information in a visually pleasing way. The illustration is drawn to scale and uses the space on the paper well. Details of color, pattern, and texture are shown, and the drawing is neat and presentable. A text or caption accompanies the illustration to provide information and details.

U The drawing or illustration is like one receiving a rating of T, except there are one or two important elements that are not well done.

V The drawing or illustration is like one receiving a rating of W, except there are one or two elements that are well done.

W The drawing or illustration does not accurately represent the concept, textual material, or story. The proportions are not correct, there is crowding, and the work is not visually pleasing. Text or captions are missing, and the work is not neat and presentable.

X The drawing or illustration is very poorly done.
# Classroom Assessment

## List for an Editorial or Letter to the Editor

Use with Chapters 4, 10, 20, 31

<table>
<thead>
<tr>
<th>Element Assessment</th>
<th>Points Earned</th>
<th>Assessment Possible</th>
<th>Assessment Self</th>
<th>Assessment Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Knowledge of geographic concepts and issues is evident in the facts and</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>information used.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The work effectively captures the attention of the audience.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. The main idea is clearly stated.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Supporting details and information appropriate to the main idea are accurate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. The writer anticipates and responds to the other side of the issue.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. The research goes beyond the scope of the classroom and textbook.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. References to source information are given for added emphasis and effect.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. The tone of the editorial or letter is rational and logical.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Editorial/letter style is maintained throughout.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. The piece is well organized and mechanically correct.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. The piece is neat and presentable.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total: ___________________________
The editorial/letter to the editor is superior. It meets all of the requirements of a paper receiving a rating of T. The work is so well crafted that it could be published. The writer has insights into the problem that go beyond the material read and discussed in class.

The editorial/letter to the editor is evenly excellent. It is well crafted and demonstrates the student’s knowledge of the geographical issues behind the chosen problem. The writing is well organized around a central issue, and the main idea is clearly stated. Facts are included to support the ideas, and credit is given to the sources of those facts. The writer meets opposing arguments with sound reasoning. The writer is able to gain the attention of the audience and is effective in establishing a position through the use of facts and logic. The work is mechanically correct.

Although the editorial/letter to the editor is very good, it is uneven in quality. It is similar to work earning a rating of T but lacks a clear presentation of the argument or has one or two elements that are not well done. It does not have as much detail or is not as well organized as one earning a rating of T. The writer has a clear concept of style, audience, and purpose, but he or she has not demonstrated a use of logic and persuasion.

The editorial/letter to the editor is like one earning a rating of W in many ways, but there are moments of logical argument and style. The writer generally shows an understanding of the topic and process that could be transformed into a solid work. The writing suffers more from lack of revision and polish than from a lack of ability on the part of the writer.

The editorial/letter to the editor needs substantial improvement. Although the writer focuses on a single issue, the piece is not well organized. The work contains generalizations that are not supported, and no effort is made to integrate the geographic issues. The piece may ramble or seem overly long. The choice of vocabulary is not appropriate for the intended audience. There may be errors in facts or details. Although the writer has a basic grasp of mechanics, there are major errors that interfere with the meaning of the piece. This editorial/letter is not entirely neat and presentable.

The editorial/letter to the editor is very poor. There is little attempt to complete the task as given.
## Classroom Assessment

### List for a Folktale

Use with Chapter 15

<table>
<thead>
<tr>
<th>Element Assessment</th>
<th>Points</th>
<th>Earned Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The folktale has a clear, logical plot that is completely developed.</td>
<td></td>
<td>Self Teacher</td>
</tr>
<tr>
<td>2. In the introduction, the setting and characters are vividly described, and the problem or goal is stated.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. The paragraphs in the body of the folktale feature main ideas or events in sequential order.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. There are many details and examples that enhance the reader's ability to visualize the story, its characters, and its settings.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. The conclusion reveals the outcome of the story with a solution to the problem or evidence that the goal of the story has been met.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. There are at least five features of a folktale used in the story. (Examples: main characters are ordinary people, a moral lesson is taught, good overcomes evil.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. There are at least five references made to the cultural geography of the folktale's country.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. The writing flows well, and transitions are used between paragraphs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. The writing is neat, presentable, and mechanically correct.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Total:

<table>
<thead>
<tr>
<th>Points</th>
<th>Earned Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Self Teacher</td>
</tr>
</tbody>
</table>

---

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SCORING RUBRIC

for a Folktale

Use with Chapter 15

S  This rating is similar to one receiving a rating of T, but the writing is exceptionally eloquent. The events leading up to the climax are extremely well developed.

T  The folktale has a clear, logical, and well-developed plot. The assigned format has been followed. The introduction vividly describes the characters and setting, and a problem or goal is stated. The paragraphs in the body of the folktale feature main events or ideas that are supported by details and examples. The conclusion reveals the outcome of the tale or the solution to the problem. The goal is obvious to the reader. The tale eloquently weaves at least five characteristics of a folktale into the story. Five references to examples of cultural geography also are woven into the story. The writing flows well; excellent transitions between main ideas, details, examples, and paragraphs are in place. The writing is mechanically correct, neat, and presentable.

U  The folktale is similar to one receiving a T rating, but is deficient in one or two areas.

V  The folktale is similar to one receiving a rating of W, but there are one or two areas that are well developed to some extent.

W  The folktale lacks clarity and is not completely developed. The plot is weak and lacks the proper format for introducing characters, setting, and the goal or problem to be solved. The body of the tale is not in sequential order and lacks the details and examples to eloquently elaborate upon and fully develop the story. The conclusion fails to indicate that a problem has been solved or a goal has been accomplished. Typical characteristics of a folktale are not evident, and references to cultural geography are weak or missing. The writing is choppy and does not flow well, and many mechanical errors are evident. The final draft is not neat and presentable.

X  The folktale is extremely weak in most or all areas.
### Classroom Assessment

**List for a Geography Game**

Use with Chapter 5

<table>
<thead>
<tr>
<th>Element Assessment</th>
<th>Points Earned Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The information provided is accurate.</td>
<td></td>
</tr>
<tr>
<td>2. The game focuses on the appropriate number of geographic topics.</td>
<td></td>
</tr>
<tr>
<td>3. The game includes skill work in one or more of the following areas: latitude and longitude, population density, elevation, and distance.</td>
<td></td>
</tr>
<tr>
<td>4. The map(s) used is/are accurate and include(s) necessary details.</td>
<td></td>
</tr>
<tr>
<td>5. The directions are clear, concise, and neatly written.</td>
<td></td>
</tr>
<tr>
<td>6. A key for scoring points is included.</td>
<td></td>
</tr>
<tr>
<td>7. Sturdy manipulatives, such as playing pieces and question cards, are used.</td>
<td></td>
</tr>
<tr>
<td>8. The board, visual, and question cards are neatly lettered and colorful.</td>
<td></td>
</tr>
<tr>
<td>9. There are no mechanical errors.</td>
<td></td>
</tr>
<tr>
<td>10. The whole product is neat and presentable.</td>
<td></td>
</tr>
<tr>
<td>11. The game is original and is an effective teaching tool.</td>
<td></td>
</tr>
</tbody>
</table>

**Total:**

---

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The game goes beyond one receiving a rating of T. The student has created an outstanding teaching tool that is original, accurate, interesting, artful, and understandable.

The game catches and holds the attention of the audience. It is neat and visually pleasing. The information is accurate and interesting, and directions are clear. The focus is placed on the required geographic topics and skills. It is clear that the student understood the concepts and spent much time developing this teaching tool. The questions are well crafted, thoughtful, and relevant. Sturdy and colorful manipulatives are included, and there are no mechanical errors.

The work is generally like one receiving a rating of T, except there are some elements that are not excellent.

The work is generally like one receiving a rating of W, except there are some elements that are well done.

The game is not visually pleasing to the audience. Color, organization, and neatly lettered cards and game board are not evident or are poorly done. Directions are not clear and concise. The information is not accurate. Required topics and skills are not used, and the questions show little evidence of higher-order thinking. The manipulatives are flimsy and lack color. There are mechanical errors. Overall, this game is not interesting, informative, or creative.

The game is extremely poor.
# Classroom Assessment

## List for a Grant Application

*Use with Chapter 18*

<table>
<thead>
<tr>
<th>Element Assessment</th>
<th>Points Earned Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The required information is complete.</td>
<td></td>
</tr>
<tr>
<td>2. The information is accurate.</td>
<td></td>
</tr>
<tr>
<td>3. The proposed goal for this research grant is clear and includes supporting details.</td>
<td></td>
</tr>
<tr>
<td>4. The proposal sounds authentic and original.</td>
<td></td>
</tr>
<tr>
<td>5. There is a convincing rationale for this study.</td>
<td></td>
</tr>
<tr>
<td>6. Exact locations are listed, with reasons for visitations.</td>
<td></td>
</tr>
<tr>
<td>7. A tentative time line or itinerary is included.</td>
<td></td>
</tr>
<tr>
<td>8. The itinerary notes people and places to visit and dates, times, and locations of planned activities.</td>
<td></td>
</tr>
<tr>
<td>9. The accomplishments and background support the eligibility of the applicant.</td>
<td></td>
</tr>
<tr>
<td>10. The application is neat, legible, and presentable.</td>
<td></td>
</tr>
<tr>
<td>11. The work is mechanically correct.</td>
<td></td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>Total:</strong></td>
</tr>
</tbody>
</table>

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for a Grant Application

Use with Chapter 18

**SCORING RUBRIC**

- **S** The work goes beyond one receiving a rating of **T**. It is exceptionally well planned, authentic, and informative.

- **T** Overall, the work is excellent. The required information is complete and accurate. The proposed research goal is clearly stated with supporting details. A convincing rationale for this study is presented. Visitation areas are specific, numerous, authentic, and sequentially ordered. It is obvious that the student used information from texts, resource books, the Internet, or media reports. Reasons for visiting areas are appropriate and reasonable. The itinerary shows evidence of thoughtful planning and predicting of outcomes. The student indicates that he or she is a good candidate to receive this grant by listing interests, abilities, employment history, and accomplishments. He or she lists authentic courses taken that would be beneficial to the research study.

- **U** The work is generally as good as one receiving a rating of **T** but is not as well done as it could be.

- **V** The work is similar to one receiving a rating of **W**, but it has one or two areas that are more organized and better developed.

- **W** The application is weak. It does not accomplish its purpose well and deviates from the criteria set in the guidelines and evaluation form. Some information is not complete and is not accurate. The goal is not clear and supported by details, and the rationale is not evident or seems contrived. The stated visitation sites and reasons for visiting them do not support the goal. It is not evident that the student used resource materials to formulate his or her action plan. The itinerary is not organized, and details are sketchy. Interests, abilities, courses, and employment history do not indicate that the student is an appropriate candidate for the grant. The application contains mechanical errors and is not neat or presentable.

- **X** The work is extremely weak in most or all areas.
### Classroom Assessment

**List for a Bar or Line Graph**

*Use with Chapters 14, 21, 29*

<table>
<thead>
<tr>
<th>Element Assessment</th>
<th>Points Earned</th>
<th>Assessment Possible</th>
<th>Self</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The best type of graph was used.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The graph has a correctly descriptive title.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. The information has been placed on the appropriate axis.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Information has been placed on the graph accurately.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Each axis has an appropriate label.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. A scale for each axis has been selected that uses the space well and is</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>appropriate for the data.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Strategies such as using color and texture have been used to make the graph</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>easy to read.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. A complete and accurate key has been made.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. The graph is neat and presentable.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The graph is exceptional. It is very easy to read. Its graphics and creativity make it outstanding.

The type of graph selected is the best to display the type of information presented. There is an appropriate and descriptive title, and the labels clearly identify what information is on each axis. The information has been placed accurately on the graph. The scales present the data so that space on the graph is well used. Strategies such as color, texture, and design help convey the information and make the graph interesting. There is a complete key. The graph is very neat and presentable.

The graph is like one receiving a rating of T, except there are one or two elements that are not excellent.

The type of graph chosen is incorrect or not the best to display the type of data presented. The title and labels are missing, inaccurate, or unclear. The scales chosen for each axis are inappropriate or do not allow for the good use of space on the graph when the information is plotted. Strategies such as color, texture, and design are not used or do not add to the clarity and interest of the graph. There are mechanical errors. The graph is not very neat and presentable.

The work is very poorly done. A line graph was chosen when a bar graph was valid, or vice versa.
# Classroom Assessment

## List for an Idea/Web Organizer

Use with Chapters 15, 16, 27, 33

<table>
<thead>
<tr>
<th>Element Assessment</th>
<th>Points Possible</th>
<th>Earned Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Geometric figures are used. There is a large central figure and smaller shapes surrounding it.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Geometric shapes are used throughout the web to convey relationships among elements in the web.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. The topic is listed in the central figure, and the main ideas connecting to the topic are placed in the qualifiers (smaller figures).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. There is an appropriate number of details supporting each main idea.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. The graphic information shows that the student has included enough information to indicate that he or she thoroughly understands the concepts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. The information is accurate and creative, with illustrations to make it interesting.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Space, shapes, textures, and colors provide information themselves and add to the overall effectiveness of the web.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. The web is neat, clear, and presentable. It has no mechanical mistakes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The web is outstanding. It is exceptionally comprehensive, creative, and neat. It communicates information perfectly.

The topic and main ideas of the web are very clear when you first look at it. The appropriate geometric figures display the main topic, ideas, and details clearly. It is obvious that the main ideas (qualifiers) are important. The details for each qualifier support the main ideas effectively. The required number of qualifiers and details is evident, and the information is complete and accurate. The concepts and information used show that the student clearly understood the assignment. Pictures, designs, drawings, and other illustrations add clarity and information. The web is clear, neat, and presentable. Proper mechanics are evident.

The web is generally as good as one receiving a rating of T, but there are one or two important elements that are not excellent.

The web is generally similar to one receiving a rating of W, but there are one or two important elements that are well done.

The web is weak. Although the information is accurate, the web is difficult to understand. It seems either overcrowded or sparse, and the main ideas do not seem to connect to the topic or are not similar in value. Some information is incomplete. Space, shapes, textures, and colors are not evident or not used in an appropriate manner to add information or make the web easier to understand. Creativity is lacking. There are no pictures, diagrams, or drawings. The work is not clear, neat, or presentable, and there are many mechanical errors.

The web is very poorly done.

For an Idea/Web Organizer

Use with Chapters 15, 16, 27, 33
Classroom Assessment

List for Information Problem Solving

Use with Chapters 6, 7, 13, 16, 18

<table>
<thead>
<tr>
<th>Element Assessment</th>
<th>Points Earned</th>
<th>Assessment Possible</th>
<th>Assessment Self</th>
<th>Assessment Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNDERSTANDING THE TASK</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. A general area of study and a question to guide the research have been stated.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The audience has been identified and described.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. The format for the final product has been justified.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The purpose of the final product for its audience has been justified.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SURVEYING EXISTING KNOWLEDGE AND PREPARING FOR NEW LEARNING</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. The researcher has identified what she or he already knows about the question.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. The researcher has listed specific questions to be answered.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Information sources needed to answer the specific questions have been identified.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. A management plan has been written.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UNDERSTANDING THE TASK</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Information is organized.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. The bibliography uses the correct format.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. The quality (biased versus objective) of the information has been evaluated.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total:                                                                           |               |                     |                 |                    |
The student has done an outstanding job of writing questions that will guide the learning process. Excellent references have been found, and the student has been thoughtful in determining the quality of the information.

The focus for the study has been clearly identified. The format for the final product has been selected, and its audience has been identified and analyzed. The student has written an organized display of what he or she already knows about this topic, and questions to direct the research have been written and organized. A management plan has been developed to distribute the work over the time allotted. The information from the research has been collected and organized in a manner that will be useful in making the final product. The information has come from a variety of sources and the quality of each source has been analyzed.

The work is generally as good as one receiving a rating of T, but there are one or two important elements that are not excellent.

The work is generally like one receiving a rating of W, but there are one or two important elements that are well done.

The student has done little work to list what he or she already knows about the topic. Few questions have been written to guide the new learning. A very limited amount of research has been done, and the information collected is not well organized. The quality of information found has not been evaluated.

The work is very poorly done.
# Classroom Assessment

## List for an Interview

Use with Chapter 28

<table>
<thead>
<tr>
<th>Element Assessment</th>
<th>Points Possible</th>
<th>Earned Assessment Self</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The topic or reason for the interview is clearly stated.</td>
<td>___________________</td>
<td>___________________</td>
<td></td>
</tr>
<tr>
<td>2. Questions are thoughtful, well crafted, and relevant to the topic.</td>
<td>___________________</td>
<td>___________________</td>
<td></td>
</tr>
<tr>
<td>3. The questions encourage higher-level thinking skills. There are few “yes” and</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
  “no” answers.                                                                    | ___________________ | ___________________ |         |
| 4. The questions are posed in an unbiased manner.                                 | ___________________ | ___________________ |         |
| 5. The interviewer rephrases the question and offers encouragement when the      |
  person being interviewed has difficulty answering.                               | ___________________ | ___________________ |         |
| 6. The interviewer allows appropriate wait time before rephrasing.                | ___________________ | ___________________ |         |
| 7. As the person responds, the interviewer takes accurate notes.                  | ___________________ | ___________________ |         |
| 8. Pleasing and appropriate voice tone, volume, and clarity are used.             | ___________________ | ___________________ |         |
| 9. Positive body language and eye contact help the person being interviewed feel  |
  comfortable.                                                                    | ___________________ | ___________________ |         |
| 10. When the time is up, the interviewer brings about closure and thanks the      |
     person being interviewed.                                                     | ___________________ | ___________________ |         |

Total: ___________________  ___________________  ___________________
for an Interview

Use with Chapter 28

S  The interview is superior. The student’s questions, organization, and ability to draw out the person being interviewed are very professional.

T  The interview is well done. The focus of the interview is clear, and questions are thoughtful, well crafted, and relevant. Most questions generate higher-order thinking skills and are posed in a manner that is not biased. The interviewer is skilled at making the subject comfortable and employs positive body language and eye contact. Proper closure is evident.

U  The interview is like one receiving a T rating, except that there are one or two important elements that are not well done.

V  The interview is like one receiving a rating of W, except that there are one or two elements that are well done.

W  The interview does not go well. The questions asked are not well crafted or relevant and do not encourage critical thinking. There is evidence of bias, and proper wait time is not practiced. Appropriate voice tone, volume, and clarity are not evident, and the person being interviewed seems uncomfortable. Closure is not apparent.

X  The interview is very poor.
## Classroom Assessment

**List for an Invention**

*Use with Chapter 19*

<table>
<thead>
<tr>
<th>Element Assessment</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The problem or need for which the invention is a solution is clearly stated.</td>
<td>Self Teacher</td>
</tr>
<tr>
<td>2. A design for the invention shows its dimensions and parts. Metric measures are used whenever possible.</td>
<td>Self Teacher</td>
</tr>
<tr>
<td>3. An explanation of the design describes how the parts function and what materials will be used to make the invention.</td>
<td>Self Teacher</td>
</tr>
<tr>
<td>4. The invention works to perform its intended function very well.</td>
<td>Self Teacher</td>
</tr>
<tr>
<td>5. The invention is durable and functions reliably.</td>
<td>Self Teacher</td>
</tr>
<tr>
<td>6. The invention is safe.</td>
<td>Self Teacher</td>
</tr>
<tr>
<td>7. The invention gets a high &quot;green rating&quot; for its environmental impact.</td>
<td>Self Teacher</td>
</tr>
<tr>
<td>8. The invention is original, well designed, and appealing to those who would use it.</td>
<td>Self Teacher</td>
</tr>
<tr>
<td>9. The written directions for the invention are clear and easy to follow.</td>
<td>Self Teacher</td>
</tr>
</tbody>
</table>

**Total:**

---

*World Geography and Cultures*
for an Invention

Use with Chapter 19

SCORING RUBRIC

S  The invention is remarkably original and creative. It will clearly solve a problem or meet the need for which it is intended to be a solution. The plan for the invention is of high technical quality. The invention itself works extremely well and is attractive, safe, sturdy, and reliable. It is made and used with great respect for the environment. The directions written for the invention are extremely clear and easy to follow.

T  The student has clearly described the problem or need for which the invention is a solution. The invention is clearly original. The student has made a clear and neat plan that shows the dimensions and parts of the invention. Metric measurement is used if possible. The plan also shows how the parts work and out of what materials the invention is made. The actual invention works well and reliably to perform its intended function. It is safe to use and could be given a high “green rating” for the low impact it would have on the environment. The invention is attractive and would be appealing to those who would use it. Complete and easy-to-follow directions accompany the invention.

U  The invention is like one that would receive a rating of T, except there are one or two important elements that are not excellent.

V  The invention is like one that would receive a rating of W, except there are one or two important elements that are of good quality.

W  The student has not defined the problem or the solution for which the invention is intended. The invention is not original and is incomplete. It does not clearly show the parts or how they work. The actual invention does not work well and could be given a low “green rating” for its adverse effect on the environment.

X  The invention is a copy. The invention does not work and is unsafe.
<table>
<thead>
<tr>
<th>Element Assessment</th>
<th>Points Possible</th>
<th>Earned Assessment</th>
<th>Self</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The student gathers sufficient information and support materials for his or her position.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The student uses material from newspapers, magazines, news reports, the Internet, and other resources.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. The student organizes the information and prepares an argument for his or her position.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Sufficient examples and details are used to support the argument.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. The position or argument is clearly stated.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. The student listens to, asks probing questions about, and understands the opposing position.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. The student is able to state each position’s strengths and weaknesses.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. The student discusses the positions or arguments by criticizing ideas and not the opponent. Listening is active and polite.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Opposing students try to reach a consensus or develop an alternative.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. The student writes a brief paper supporting the position he or she finally supported.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total: 

---

List for an Issue Controversy
Use with Chapters 4, 31
SCORING RUBRIC

for an Issue Controversy

Use with Chapters 4, 31

S The positions are exceptionally well researched. A very thoughtful analysis is done for each position. The final decision is strongly and eloquently supported. Group work is exemplary.

T The student clearly states the positions in the controversy and makes a thoughtful list of criteria to evaluate each position. He or she considers the audience that must be convinced at the end of the controversy. Each position is researched, and a thoughtful list of supporting data for the positions is prepared. Information is properly referenced. The positions then are scored on each of the criteria, and a position is selected. The decision is thoughtfully and convincingly explained to the target audience. If two or more people are involved in the consideration of alternative positions, each thoroughly understands the information for each position, and a proper strategy is used to reach a compromise.

U The student’s work is similar to one receiving a rating of T, except one or two important elements are not excellent.

V The student’s work is similar to one receiving a rating of W, except one or two important elements are well done.

W The positions are not clearly or completely stated. The list of criteria to evaluate each position is incomplete or not fully appropriate. The audience for the final decision is not thoughtfully considered. The positions are not explored adequately. The final position is not convincingly supported. If two or more people are involved, appropriate group decision-making strategies of discussion, negotiation, and compromise are not used.

X The analysis is done very poorly or not at all.
Classroom Assessment

List for a Geography Journal
Use with Chapter 10

<table>
<thead>
<tr>
<th>Element Assessment</th>
<th>Points Earned</th>
<th>Assessment Possible</th>
<th>Self</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The student’s name is listed.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. All entries are dated.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Diagrams, sketches, and drawings show that the student is observant and thoughtful.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The student asks questions that show higher-order thinking.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. The student generates “What if . . .” questions and speculates on how the world would be different if events had changed.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. The student generates ideas for and experiments with poetry and stories about the land and people he or she is studying.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. The student explores his or her feelings about geography class.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. The student explores himself or herself as a learner.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. The student summarizes or speculates about news articles and reports about the countries he or she is studying.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. The student uses graphic organizers and idea webs to organize his or her thinking.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
for a Geography Journal

Use with Chapter 10

SCORING RUBRIC

S The journal is excellent. The student has used the journal to “think on paper.” He or she has tackled some interesting and difficult issues about our world and has demonstrated a sensitivity beyond his or her years. It is clear that the journal has been used as a place to organize the student’s thoughts as a learner. Throughout the journal the focus is on learning and improving work habits.

T The journal is very well organized and complete. All of the elements appear in it, and it is clear that the student has been thoughtful and diligent about exploring his or her ideas about our world. The thinking is clear and creative. The student seems to understand himself or herself as a learner and has used the journal to explore new ideas and strategies for learning.

U The journal is similar to one receiving a rating of T, but there are one or two important elements of the journal that are not excellent.

V The journal is similar to one receiving a rating of W, but it has one or two important elements that are well done.

W The journal is not complete. Although the student attempted to explore new ideas, the result is a rather flat recitation of facts. It reads more like a diary than a reflective journal. There is little evidence of higher-order thinking. Although the student makes a cursory attempt at exploring himself or herself as a learner, it is clear that little thought, time, or effort went into the exploration. There is no attempt to respond to or create literature. There is little attempt at using graphic organizers or webs to organize thinking. There are few, if any, “What if . . .” speculations.

X The journal is very poor. It is seriously incomplete and disorganized.
<table>
<thead>
<tr>
<th>Element Assessment</th>
<th>Points Earned Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The country or land area to be surveyed is clearly identified.</td>
<td></td>
</tr>
<tr>
<td>2. The preliminary reason for selecting this area is stated.</td>
<td></td>
</tr>
<tr>
<td>3. A set of criteria by which to judge the land area has been thoughtfully and logically selected.</td>
<td></td>
</tr>
<tr>
<td>4. Strategies to collect reliable data on each criterion have been clearly and logically planned.</td>
<td></td>
</tr>
<tr>
<td>5. A set of relevant questions has been thoughtfully prepared.</td>
<td></td>
</tr>
<tr>
<td>6. The data obtained are organized into charts, graphs, or visuals.</td>
<td></td>
</tr>
<tr>
<td>7. The data are devoid of personal opinions, conclusions, or inferences.</td>
<td></td>
</tr>
<tr>
<td>8. The graphs and visuals are accurate, clear, colorful, and have titles or labels.</td>
<td></td>
</tr>
<tr>
<td>9. The final presentation clearly communicates the study’s results.</td>
<td></td>
</tr>
<tr>
<td>10. A clear and logical conclusion is reached and is supported by data from the survey.</td>
<td></td>
</tr>
</tbody>
</table>

Total: __________________________
The survey is masterfully conceived. It shows excellent effort and higher-level thinking skills. Great care was taken to collect appropriate, valid, and reliable data. The final format for displaying the findings is detailed and clear.

The student selected a land area to survey and provides a clear explanation for why that area was selected. A comprehensive and appropriate set of criteria was selected to survey the land area. Questions posed by the student demonstrate higher-order thinking skills such as interpretation, analysis, synthesis, and evaluation. The data collected are devoid of personal opinions, inferences, and conclusions and are organized in a visual format that clearly conveys the results of the data to the intended audience. The overall findings are clearly shown.

The work is generally like that receiving a rating of T, except there are some elements that are not excellent.

The work is generally like that receiving a rating of W, except there are some elements that are well done.

The student does not provide a clear explanation for why the land was selected for assessment. The set of criteria selected for the survey is inadequate or inappropriate. Questions are not relevant and do not show evidence of higher-order thinking skills. The data collected are poorly organized and not completely factual. There is evidence of personal opinion and influence. The final format used to present the data and findings is unclear or incomplete.

The work is very poorly done.
**Classroom Assessment**

**List for a Map**  
*Use with Chapters 1, 5, 8, 29*

<table>
<thead>
<tr>
<th>Element Assessment</th>
<th>Points Possible</th>
<th>Earned Assessment</th>
<th>Self</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The map contains a key or legend in which all symbols are explained.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. There is a clear title and date, and the author of the map is listed.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. The scale is appropriate and consistently used.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The map is neatly drawn, labeled, and colored.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. The map is drawn on a consistent geographic grid.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. The map is oriented properly toward north with a compass rose.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. The map presents information relating to the appropriate essential geographic elements.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total:**

---

Name: ______________________  Date: ______________________  Class: ______________________

World Geography and Cultures  107
SCORING RUBRIC

for a Map

Use with Chapters 1, 5, 8, 29

S The map is outstanding, creative, neatly done, and communicates information clearly to the audience through the use of color, proper symbols, orientation to north, scale, and proportion.

T The map clearly illustrates its purpose and includes all necessary components including title, date, key, scale, orientation to north, and symbols relevant to the map's purpose. It includes information relating to the appropriate essential geographic element(s). The map is neatly drawn and labeled.

U The map is generally the same as one receiving a rating of T, but one or two important elements are not accurate and neat or were omitted.

V The map is generally the same as one receiving a rating of W, but there are one or two important elements that are accurately and neatly drawn on the map.

W The map is not clearly drawn or labeled. There are spelling errors or omissions in the titles. The scale, measurements, or orientation toward north contain errors. The purpose of the map is not clear to the audience, or important information has been omitted. Information relating to the essential geographic element(s) is missing or sparse. The map is sloppy or hastily drawn.

X The map is poorly done.
## Classroom Assessment

**List for a Cooperative Group Management Plan**

*Use with Chapters 5, 7, 8, 13*

<table>
<thead>
<tr>
<th>Element Assessment</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PART I</strong></td>
<td></td>
</tr>
<tr>
<td>1. The main topic has been stated.</td>
<td>Self</td>
</tr>
<tr>
<td>2. Group members’ names are listed.</td>
<td>Teacher</td>
</tr>
<tr>
<td>3. Due dates are indicated.</td>
<td></td>
</tr>
<tr>
<td>4. Supplies and providers’ names are listed.</td>
<td></td>
</tr>
<tr>
<td>5. Problems that might occur and possible solutions are provided.</td>
<td></td>
</tr>
<tr>
<td><strong>PART II</strong></td>
<td></td>
</tr>
<tr>
<td>6. Preparation tasks are clearly stated.</td>
<td></td>
</tr>
<tr>
<td>7. Preparation tasks are divided equally among members.</td>
<td></td>
</tr>
<tr>
<td><strong>PART III</strong></td>
<td></td>
</tr>
<tr>
<td>8. A clear description of the product is evident in the final presentation.</td>
<td></td>
</tr>
<tr>
<td>9. Each member has a part in the final presentation.</td>
<td></td>
</tr>
<tr>
<td><strong>PART IV</strong></td>
<td></td>
</tr>
<tr>
<td>10. Each member has signed the plan.</td>
<td></td>
</tr>
<tr>
<td>11. The plan is neat and presentable and has few mechanical errors.</td>
<td></td>
</tr>
</tbody>
</table>

**Total:**

---

*World Geography and Cultures*
The plan is of exceptional quality. It is well organized and detailed and ensures that all members participate.

The plan is excellent. Members’ names have been listed, and the task or main topic is clearly stated. Tasks have been equitably distributed among the members, and due dates are noted. Supplies and who will provide them are listed, and the group has predicted problems that could occur and solutions to solve those problems. An accurate description of the final product has been included as well as the individual tasks each member will contribute. Each student in the group has signed the plan, which is neat and presentable and has few mechanical errors.

The group’s management plan is similar to one receiving a T rating, but there are areas of lesser quality.

The group’s management plan is similar to one receiving a W rating, but there are some elements that are well done.

Overall, the management plan is weak. Cooperative group effort is not evident, and required parts are missing. The topic or task of the group is not clearly stated, and it is unclear which tasks need to be carried out and which group member is responsible. Supplies and who will provide those supplies for the final presentation of the task are vague. Group members have not all signed the plan, which may not be neat and mechanically correct.

The management plan is very poor.
## Classroom Assessment

**List for an Individual Management Plan**

*Use with Chapter 6*

<table>
<thead>
<tr>
<th>Element Assessment</th>
<th>Points Possible</th>
<th>Earned Assessment</th>
<th>Self</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The heading is properly completed.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The list of tasks is complete.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. The tasks are specific.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The target dates for completion of each task are appropriate.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Thoughtful consideration has gone into a description of the barriers that might hinder completion of the project and strategies for overcoming those barriers.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. The plan is neat and presentable.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

World Geography and Cultures

111
for an Individual Management Plan
Use with Chapter 6

S The management plan is highly organized and detailed. Barriers are especially well defined, and action plans to avoid them are clearly workable. It is clear that the student has thought about and planned the project completely.

T The management plan is organized and complete. The elements listed are in the proper order and sufficiently detailed. The student has thoughtfully considered potential barriers and has planned ways to deal with each. The plan is neatly done.

U The plan is like one receiving a rating of T, except some important element is not well done.

V The plan is like one receiving a rating of W, except some important element is well done.

W The management plan is incomplete. Elements are missing or not specific. Elements may be listed in an incorrect order. Barriers have not been identified, and the student has not prepared to deal with them. The plan is not neatly prepared.

X The management plan is very poorly done.
### Classroom Assessment

**List for a Three-Dimensional Model**

Use with Chapters 2, 17, 19

<table>
<thead>
<tr>
<th>Element Assessment</th>
<th>Points Possible</th>
<th>Earned Assessment</th>
<th>Self</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. A clear plan for the model is drawn. The plan shows dimensions and parts.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The plan includes an explanation of how the model simulates the real item. The explanation includes a description of how the model differs from the real item.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. The constructed model is sturdy and simulates elements of the real item that it was intended to simulate.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Color, labels, and other devices are used well to clarify what the model is intended to show.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. The model is neat and presentable.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. The model is safe to use.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
for a Three-Dimensional Model

Use with Chapters 2, 17, 19

**SCORING RUBRIC**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
<td>The model is a most clever and clear way to demonstrate an important concept. The plan is of high technical quality. The model does an outstanding job of simulating the elements of the real item it was intended to demonstrate. The model is of high artistic and technical quality.</td>
</tr>
<tr>
<td>T</td>
<td>The student draws a plan for the model that shows its parts and dimensions. The plan includes a clear explanation of how the model will simulate the real item and how the model will be dissimilar from the real item. The constructed model is sturdy and simulates the elements of the real item in the ways intended. Color, labels, and other strategies help to clarify what the model is intended to show. The model is safe, neat, and presentable.</td>
</tr>
<tr>
<td>U</td>
<td>The model is like one receiving a rating of T, except that one or two important elements are not well done.</td>
</tr>
<tr>
<td>V</td>
<td>The model is like one receiving a rating of W, except that one or two important elements are well done.</td>
</tr>
<tr>
<td>W</td>
<td>The student draws a plan for the model that is incomplete or does not clearly show the parts and the dimensions. The explanation of how the model is similar to and dissimilar from the real item is incomplete or inaccurate. The constructed model works poorly or not at all. Needed colors, labels, and other aids are missing or inaccurate. The model is not safe. It is not neat and presentable.</td>
</tr>
<tr>
<td>X</td>
<td>The model is inaccurate and very poorly done.</td>
</tr>
</tbody>
</table>
# Classroom Assessment

**List for a Newspaper Article**

*Use with Chapter 22*

<table>
<thead>
<tr>
<th>Element Assessment</th>
<th>Points Earned</th>
<th>Self</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The headline of the article catches the reader’s attention and relates well to the topic.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The lead sentence captures the reader’s attention and sums up the focus of the story.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. The introductory paragraphs tell the most important facts and answers the questions <em>who, what, where, when, why,</em> and <em>how.</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Details and elaboration are evident and flow smoothly from the lead.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Quotes are used to add interest and support to the story.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. The piece is a factual account of a newsworthy event.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. The writer is objective and shows all sides of an issue.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. The subject chosen by the student is timely, important, and interesting.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. The sources for this news story are identified and are reliable.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. The vocabulary is appropriate. The student uses words carefully to show exact meaning and to avoid bias.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. The article is neat, presentable, and mechanically correct.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# SCORING RUBRIC

for a Newspaper Article

*Use with Chapter 22 *

<table>
<thead>
<tr>
<th>Letter</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
<td>The article is of exceptional quality. The student conveys the information in an interesting, coherent, and engaging style so that the reader’s interest is held throughout.</td>
</tr>
<tr>
<td>T</td>
<td>The article is interesting and concise. The headline catches the reader’s attention and relates well to the topic. The student presents factual information using sources that are identified and reliable. The report is objective, timely, and important. The lead or introductory paragraphs relate the important facts and answer the questions <em>who, what, where, when, why, and how</em>.</td>
</tr>
<tr>
<td>U</td>
<td>The article is like one receiving a T rating, except that there are one or two elements that are not excellent.</td>
</tr>
<tr>
<td>V</td>
<td>The article is like one receiving a W rating, except that there are one or two important elements that are of good quality.</td>
</tr>
<tr>
<td>W</td>
<td>The article is not interesting. The theme is not clear, and the article is not well organized. The headline or lead does not catch the reader’s attention. Details and elaboration are missing or inappropriate. There are few or no sources listed, and the article is not objective and timely. The format presenting important details in the introduction has not been followed, and there are mechanical errors in a report that is not neat or presentable.</td>
</tr>
<tr>
<td>X</td>
<td>The article is very poor.</td>
</tr>
</tbody>
</table>
### Classroom Assessment

**List for an Oral Report with Visuals**

*Use with Chapter 7*

<table>
<thead>
<tr>
<th>Element Assessment</th>
<th>Points Earned</th>
<th>Assessment Possible</th>
<th>Earned Assessment</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>THE CONTENT</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Social studies content is used accurately.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2. Accurate supporting details explain the concepts.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>3. The vocabulary is appropriate to both the content and the audience.</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Visuals are used appropriately to support the presentation.</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>5. There is a clear beginning, an organized body, and a clear closure.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>THE PRESENTATION</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Voice quality is good, including rate, volume, and articulation, and enthusiasm.</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>7. Positive humor is used appropriately.</td>
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</tr>
<tr>
<td>8. Body language is good, including eye contact, posture, and body movement.</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>9. Attire is neat and presentable.</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. The speaker gives the audience time to think.</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>11. The speaker responds well to questions.</td>
<td></td>
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</tr>
<tr>
<td><strong>Total:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
for an Oral Report with Visuals

Use with Chapter 7

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
<td>The student makes an eloquent presentation. He or she has masterful control of the content and uses superb oral presentation skills. Strategies such as visual aids, props, and humor are especially effective.</td>
</tr>
<tr>
<td>T</td>
<td>The student clearly knows the subject. Social studies concepts are used correctly. Specific details support the main ideas. Vocabulary used is appropriate to both the topic and the audience. Visual aids that are interesting and clear can be seen by everyone in the audience. The speaker is enthusiastic, can be easily heard by everyone, and uses eye contact and other body language to increase the effectiveness of the presentation. Positive humor or another strategies are used to stimulate interest. The audience is involved and has time to think about what is being said. The speaker accomplishes his or her purpose.</td>
</tr>
<tr>
<td>U</td>
<td>The presentation is similar to one receiving a T rating, except that one or two elements are not excellent.</td>
</tr>
<tr>
<td>V</td>
<td>The presentation is similar to one receiving a W rating, except that one or two elements are well done.</td>
</tr>
<tr>
<td>W</td>
<td>The student does not have strong control of the topic. Concepts are not well used, and supporting details are lacking. Visual aids are poor or lacking. The talk is more like a reading than an oral presentation. Some humor may be negative. Characteristics of the presentation, such as volume, rate, enthusiasm, and body language, do not work to the speaker’s advantage. The audience is not involved in the presentation. The speaker does not accomplish his or her purpose.</td>
</tr>
<tr>
<td>X</td>
<td>The presentation is very poor or not done.</td>
</tr>
</tbody>
</table>
**Classroom Assessment**

**List for Peer Editing**

*Use with Chapter 26*

<table>
<thead>
<tr>
<th>Element Assessment</th>
<th>Points Earned</th>
<th>Assessment Possible</th>
<th>Self</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The editor takes responsibility for helping in a serious manner.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The editor uses editing symbols to indicate problems or weak areas.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>3. The editor writes brief notes, explaining problems if necessary.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>4. The editor shows respect for the work and the author by editing neatly.</td>
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<td></td>
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</tr>
<tr>
<td>5. The editor writes a paragraph stating positive qualities and areas that need improvement.</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. The editor follows teacher directives on what to edit or, if no directions are given, he or she edits for spelling, grammar, punctuation, sentence structure, and so on.</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>7. The editor makes sure the work meets the required criteria.</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. The editor confers with the author in a constructive manner.</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. The editor is willing to help the author and offer suggestions.</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. The editor is sensitive to the author’s feelings and viewpoint.</td>
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<td></td>
</tr>
</tbody>
</table>

Total:                                                                   |               |                     |      |         |

*World Geography and Cultures*
SCORING RUBRIC

for Peer Editing

Use with Chapter 26

S  The editor’s peer editing skills are highly developed.

T  The editor shows responsibility by editing in a serious manner and focuses only on the piece of work to be edited. The editor shows respect for the piece by neatly using light pencil and editing symbols to indicate problems or weak areas. The editor takes time to write descriptive comments in the margins and a brief paragraph stating positive qualities of the piece as well as areas that need improvement. The editor makes sure the author has met the required criteria and, unless otherwise noted by the teacher, he or she edits for mechanics, sentence structure, word choice, proper paragraphing, the use of main ideas, details and elaboration, sequence, and organization. The editor is constructive in his or her criticism, is willing to help and offer suggestions, and listens to the author’s viewpoint.

U  The student's editing skills are generally similar to those of a student receiving a rating of T, except there are some weak aspects to his or her editing.

V  The student's editing skills are generally similar to those of a student receiving a rating of W, except that there are some aspects of his or her editing that are better developed.

W  The editor does not appear to be serious about his or her responsibility to edit the piece of work. The editor is distracted and talks to others or reads through the piece quickly, missing errors and problems. The editor may not edit neatly or may use a permanent pen for noted problems. Accepted editing symbols are ignored, and circles, cross-outs, or changes are written in. The editor may hand the work back without written comment or with all negative comments. Conferencing is not constructive, and the editor is not willing to help, is highly critical of the work, or does not listen to the author’s feelings or comments.

X  The editor does a very poor job.
## Classroom Assessment

### List for Persuasive Writing

*Use with Chapters 4, 7, 10, 14, 29*

<table>
<thead>
<tr>
<th>Element Assessment</th>
<th>Points Earned</th>
<th>Assessment Possible</th>
<th>Self</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The student’s opinion is clearly stated.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>2. The opinion is supported with at least three convincing reasons.</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. The support material includes facts, details, and examples.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The proper format has been followed. The writing is organized into an introduction, three body paragraphs, and a conclusion.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. The student’s arguments are convincing.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. The student uses transition words to link ideas and arguments.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. The student uses strong, persuasive language.</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. The student proposes reasonable solutions and sums up his or her opinions in the conclusion.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. The writing is neat, presentable, and mechanically correct.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

World Geography and Cultures

121
The persuasive piece is unusually convincing. The arguments are exceptionally well supported, thoughtful, complete, and clear.

T The persuasive piece is excellent. The student clearly understood the task. The student’s opinion is clearly stated, and support materials include facts, details, and examples. The work is focused and well organized. There is an introduction, at least three main body paragraphs, and a conclusion. The student’s arguments are convincing, and he or she uses facts, examples, strong persuasive language, and appropriate transition words to argue, connect, and support his or her opinion. The conclusion eloquently sums up the arguments, answers possible questions, and proposes reasonable solutions. The proper format has been followed, the writing is mechanically correct, and the work is neat and presentable.

U The persuasive piece is generally like one receiving a rating of T, except that some important elements are less than excellent.

V The persuasive piece is generally like one receiving a rating of W, except that some important elements are well done.

W The persuasive piece is poor. The student did not understand the task clearly. The opinion of the student is not clear and accurate, and detailed support material is not evident. The work is disorganized. The introduction does not focus or engage the reader, and the body paragraphs are too general, not sequenced with appropriate transitions, and do not use strong persuasive language to support an opinion. The conclusion is weak and makes no attempt to summarize points, answer possible questions, or provide solutions. The proper format has not been followed, mechanics are poor, and the work is not neat or presentable.

X The persuasive piece is very poor.
# Classroom Assessment

## List for a Play

*Use with Chapter 33*

<table>
<thead>
<tr>
<th>Element Assessment</th>
<th>Points Earned Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The central theme of the play presents an appropriate concept.</td>
<td></td>
</tr>
<tr>
<td>2. The concept is presented accurately.</td>
<td></td>
</tr>
<tr>
<td>3. The performers each have important parts conveying the information.</td>
<td></td>
</tr>
<tr>
<td>4. The story line of the play is interesting and helps present the information accurately.</td>
<td></td>
</tr>
<tr>
<td>5. The words and actions of each performer mesh well and help convey the information accurately.</td>
<td></td>
</tr>
<tr>
<td>6. Props and costumes are well chosen to support the characters and the information accurately.</td>
<td></td>
</tr>
<tr>
<td>7. Music and sound effects support the story and present the information accurately.</td>
<td></td>
</tr>
<tr>
<td>8. Dialogue supports the development of the characters and the story line and presents the information accurately.</td>
<td></td>
</tr>
<tr>
<td>9. The play was rehearsed sufficiently.</td>
<td></td>
</tr>
<tr>
<td>10. The play is entertaining and was easily seen and heard by the audience.</td>
<td></td>
</tr>
</tbody>
</table>

**Total:**

---

*World Geography and Cultures*
The play is wonderful. It achieves its intended purpose with its audience and presents accurate information in a memorable way.

The play has a central theme that is demonstrated through the story line, words, and actions of the actors, costumes, props, music, and sound effects. Dialogue is used to develop the characters and present important information. The play was rehearsed sufficiently and the actors are competent. Overall, the play is highly informative and entertaining to its audience.

The play is like one receiving a rating of T, except some important element is not excellent.

The play is like one receiving a rating of W, except some important element is well done.

The play seems as if it were just thrown together. Its theme is unclear and developed inaccurately or poorly. Some actors have seemingly unimportant parts and are not engrossed in their characters. The story line is weak and unimaginative. Props, costumes, music, and sound effects are not used or may even be distractions. It appears that little thought or rehearsal went into the play.

The play is very poorly done.

SCORING RUBRIC

for a Play

Use with Chapter 33

S  The play is wonderful. It achieves its intended purpose with its audience and presents accurate information in a memorable way.

T  The play has a central theme that is demonstrated through the story line, words, and actions of the actors, costumes, props, music, and sound effects. Dialogue is used to develop the characters and present important information. The play was rehearsed sufficiently and the actors are competent. Overall, the play is highly informative and entertaining to its audience.

U  The play is like one receiving a rating of T, except some important element is not excellent.

V  The play is like one receiving a rating of W, except some important element is well done.

W  The play seems as if it were just thrown together. Its theme is unclear and developed inaccurately or poorly. Some actors have seemingly unimportant parts and are not engrossed in their characters. The story line is weak and unimaginative. Props, costumes, music, and sound effects are not used or may even be distractions. It appears that little thought or rehearsal went into the play.

X  The play is very poorly done.
### Classroom Assessment

**List for a Geography Portfolio**

*Use with any chapter*

<table>
<thead>
<tr>
<th>Element Assessment</th>
<th>Points Possible</th>
<th>Earned Assessment</th>
<th>Self</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CATEGORIES OF PORTFOLIO CONTENTS:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Understanding/applying the six essential geographic elements</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. collection of items shows the six essential geographic elements</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. annotated table of contents</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. reflection</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Range of thinking and creativity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. collection of items</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. annotated table of contents</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. reflection</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Connections between geography and other subjects</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. collection of items</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. annotated table of contents</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. reflection</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Connections between student’s life and the lives of other people of the world</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. collection of items</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. annotated table of contents</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. reflection</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Use of information problem solving</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. collection of items</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. annotated table of contents</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. reflection</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. collection of items</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. annotated table of contents</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. reflection</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. The portfolio has a clearly labeled cover including:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. student’s name</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. teacher’s name</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*World Geography and Cultures*
The portfolio is outstanding in every way. The student’s selections are mature and demonstrate a wide range of products and performances. The portfolio, when taken as a whole, shows a masterful control of the concepts, information, skills, and work habits important to a geography education. The annotated table of contents shows a complete understanding of the purpose of the portfolio. The reflection is eloquent in its communication of the student’s own learning.

The portfolio is evenly excellent. Products or performances from each of the required categories are represented, and the selections truly reflect the growth of the student over the course of the year. The annotated table of contents is clear and complete and shows understanding of the purpose for the portfolio. The reflection is complete and accurately paints a portrait of the student as a learner. The student’s goals are accurately delineated, as are his or her accomplishments. The reflections are clearly written with few mechanical errors.

The portfolio is similar to one receiving a rating of T, except that one or two elements are not excellent.

The portfolio is similar to one receiving a rating of W, except that one or two important elements are well done.

The portfolio is weak. The contents of the portfolio are thin and insufficient to accurately portray the student as a learner. Although an attempt has been made to include items that demonstrate the student’s understanding of the essential geographic elements, the collection is incomplete, and the student is unable to convey to the reader his or her understanding of the important concepts of geography. The table of contents lacks sufficient annotation. The reflection is brief and does not accurately and adequately describe the growth of the student throughout the course of the year. The reflection fails to adequately discuss the student’s goals and accomplishments. The reflection is vague and general, and there are numerous mechanical errors.

The portfolio is very poor. Many elements are missing or very poorly done.
<table>
<thead>
<tr>
<th>Element Assessment</th>
<th>Points Possible</th>
<th>Earned Assessment Self</th>
<th>Earned Assessment Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The main theme is clear at first glance. A title helps to identify the theme.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Appropriate and accurate main ideas support the theme.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. There is a wholeness about the poster. It does not seem like a random collection of information.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The information in the poster is accurate and shows that the student thoroughly understands the concepts.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Space, shapes, textures, and colors help provide information and add to the overall effectiveness of the poster.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Illustrations, photographs, drawings, diagrams, and graphs add to the overall effectiveness of the poster.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. The format of the poster is appropriate to the task and to the audience for which it is intended.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. The poster accomplishes its purpose with its intended audience.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. The poster is very neat, presentable, creative, and interesting.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total:**
The poster is outstanding and creative and communicates information to the audience in an eloquent manner.

The theme of the poster is clear when you first look at it. As you study it, more and more information comes out. There are main ideas (the general) supported by appropriate details (the specific). There is a wholeness about the poster, and it is not just a collection of pieces. Main ideas are connected to a theme. Information is complete and accurate. The concepts and information show that the student has clearly understood the core curriculum related to this project. Space, shapes, textures, and colors are used to provide information and make the poster easier for the viewer to understand. Illustrations, photographs, drawings, diagrams, graphs, and other devices add clarity and information. The words used are appropriate for the author’s intended purpose. The poster accomplishes its purpose with its intended audience. The work is very neat and presentable.

The poster is generally as good as one receiving a rating of T, but there are one or two important elements that are not well developed.

The poster is generally as good as one receiving a rating of W, but there are some important elements that are well developed.

The poster is difficult to understand even when its purpose is explained by the author. The poster seems like a collection of pieces without clear main ideas linking them together to make a whole. Some information may be incomplete or inaccurate. The student does not demonstrate a mastery of the core curriculum related to this project. Space, shapes, textures, and colors are not used in an inappropriate manner. Illustrations, photographs, drawings, diagrams, graphs, and other devices are not used or are used inappropriately. The words used are not clear. The form of the poster may not be the best one for the author’s intended purpose. Overall, the poster does not accomplish its purpose with its intended audience. The work is not neat and presentable.

The poster is very poorly done.
### Classroom Assessment

#### List for a Research Report

*Use with Chapter 13*

<table>
<thead>
<tr>
<th>Element Assessment</th>
<th>Points Possible</th>
<th>Earned Assessment Self</th>
<th>Earned Assessment Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The student chose a topic that was appropriate.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The research is complete and adequate. There is evidence that the student has used:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. the Internet.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. a library or libraries.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. interviews or other primary sources.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. an adequate number of sources.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. The information is accurate and complete.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The writer uses his or her own writing style.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. The writer cites his or her sources accurately and completely.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Notecards were used correctly.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. The student kept a research log that was complete, insightful, and eloquent.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. The paper is interesting, creative, and eloquent.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. The paper communicates well with the intended audience.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. The student uses graphs, charts, and visuals when appropriate.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. The paper is neat and presentable, with no mechanical errors.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total:**

---

*World Geography and Cultures*

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SCORING RUBRIC

for a Research Report
Use with Chapter 13

S  The paper is superior in every respect. It is unusually creative, interesting, and insightful. The research is exceptionally complete.

T  The paper is evenly excellent. The choice of topic is appropriate to the writer’s interests and abilities. The research is complete, extending beyond the school library and utilizing interviews and other primary sources where possible and appropriate. The paper demonstrates a synthesis of ideas obtained through research. The student uses his or her own words throughout the paper. The correct form for citing of sources is used in both the body of the paper and the bibliography. The student uses notecards and a research log as instructed. Where appropriate, the student creates graphs, drawings, charts, and so on, to enhance the readers’ understanding. The paper is interesting and communicates well with its intended audience. The paper is mechanically correct, neat, and presentable.

U  The paper is generally as good as one receiving a rating of T, but it is uneven in places and may be lacking one or two elements of excellence.

V  The paper needs improvement. It is similar to a paper earning a rating of W, but has several areas that are more completely developed.

W  The paper needs a great deal of improvement. The choice of topic is inappropriate, given the writer’s interests and abilities. The research is inadequate for the purposes and time given. Although the student did use the resources in the school library adequately, there were no additional sources, nor did the student use interviews or other primary sources when they were available. It is not clear that the student understood his or her research, because the paper does not demonstrate a synthesis of ideas obtained through research. There are errors in form for citing of sources within the body of the paper and in the bibliography. When graphs, drawings, charts, or other materials would have enhanced the readers’ understanding of the topic, the student chose not to use them or used them inappropriately. The paper does not communicate well with its audience. There are many mechanical errors, and the paper is not neat and presentable.

X  The paper is very poor. It is deficient in all areas.
### Classroom Assessment

**List for a Scrap Book or Artifact Collection**

*Use with Chapter 24*

<table>
<thead>
<tr>
<th>Element Assessment</th>
<th>Points Earned Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The collection of artifacts is complete.</td>
<td></td>
</tr>
<tr>
<td>2. A clear and focused overall theme or message is conveyed.</td>
<td></td>
</tr>
<tr>
<td>3. There is an adequate number of appropriate artifacts.</td>
<td></td>
</tr>
<tr>
<td>4. Each artifact contributes to the understanding of the theme.</td>
<td></td>
</tr>
<tr>
<td>5. It is clear why the student included each artifact.</td>
<td></td>
</tr>
<tr>
<td>6. The student’s own ideas and creativity are evident.</td>
<td></td>
</tr>
<tr>
<td>7. The scrap book/artifact collection is well organized.</td>
<td></td>
</tr>
<tr>
<td>8. Diagrams, pictures, or other graphics are of high technical quality.</td>
<td></td>
</tr>
<tr>
<td>9. Written work is clear, mechanically correct, and legible.</td>
<td></td>
</tr>
<tr>
<td>10. The scrap book/artifact collection is neat, creative, and engaging.</td>
<td></td>
</tr>
<tr>
<td>11. The cover or container for the book/collection is attractive and appropriate.</td>
<td></td>
</tr>
</tbody>
</table>

**Total:**

---

**World Geography and Cultures**

131
for a Scrap Book or Artifact Collection

Use with Chapter 24

S  The scrap book/artifact collection is superior. It is a particularly complete collection organized in an especially creative, engaging, and interesting manner.

T  The scrap book/artifact collection is evenly excellent. It is clear that the student understood the task and purpose for compiling the collection. A clear, focused overall theme or message is conveyed by the collection. Each of the artifacts contributes to the reader’s understanding of the theme or message. It is clear why the student included the items that he or she chose for the scrap book/artifact collection. The student chose or created enough artifacts to completely and accurately address the theme. The student’s own ideas, thoughts, and creativity are evident throughout the collection. Diagrams, pictures, illustrations, and other graphics are of high technical quality. The writing is mechanically correct, and the entire work is neat and presentable.

U  Although the scrap book/artifact collection is similar in quality to one earning a rating of T, it is uneven in quality.

V  The scrap book/artifact collection is similar in quality to one receiving a rating of W. The student, however, successfully includes one or two elements of excellence and attempts several other elements with some success.

W  The scrap book/artifact collection needs substantial improvement. Although there appears to be an overall topic for the collection, the theme or message is unclear. It appears to be a collection of loosely related artifacts hastily assembled. The audience has little understanding of the student’s ideas and thoughts about the items found in the collection. The collection is incomplete. The lack of a central theme makes it difficult for the audience to discern a clear pattern. Drawings and graphics are either missing or of poor quality. The writing shows a basic grasp of mechanics, but there are significant errors. The scrap book/artifact collection is not entirely neat and presentable.

X  The scrap book/artifact collection is very poor. There is little attempt to complete the task as given.
### Classroom Assessment

**List for a Slide Show or Photo Essay**

*Use with Chapters 25, 32*

<table>
<thead>
<tr>
<th>Element Assessment</th>
<th>Points Possible</th>
<th>Earned Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Each picture in the set clearly shows what is intended.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Each picture is well focused and exposed appropriately.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. The sequence of pictures has a clear theme.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The sequence is organized.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. There is a smooth flow of pictures through the set.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. The sequence has its intended effect on the audience.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. It is clear that the author understands the core concepts related to this topic and has chosen pictures appropriately.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Titles and other statements contribute to the theme and purpose of the set of pictures.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. For the photo essay, the pictures are mounted and displayed in an attractive and presentable manner.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The slide show or photo essay is an outstanding presentation of the theme. The technical quality of the pictures is excellent. The audience is powerfully affected by the set of pictures.

The student has taken or chosen pictures that are well focused. Each picture is composed to clearly show what is intended. The entire set of photographs is organized, sequenced smoothly, and contains a clear theme. The set has its intended effect on the audience. It is clear that the student understands the core concepts of the theme and has chosen pictures well. Titles and other statements add information to the display. For the photo essay, the pictures are mounted and displayed in an attractive and very presentable manner.

The set of pictures is similar to one receiving a rating of T, except there are important elements that are not excellent.

The set of pictures is similar to one receiving a rating of W, except there are some elements that are of good quality.

The student has taken or chosen pictures that are not well focused or lighted. The pictures are not well composed. They do not clearly show what is intended. The entire set of pictures is not well organized, and it is uneven in its presentation of the theme. It is not clear that the student understands the core concepts. The pictures are not well chosen to present the theme to the target audience. The set does not have its intended effect on the audience. Titles and other statements are missing, incomplete, or inaccurate. For the photo essay, the pictures are not mounted and displayed in a presentable manner.

The slide show or photo essay is very poorly done.
# Classroom Assessment

## List for a Travel Brochure
Use with Chapters 6, 8, 29, 34

<table>
<thead>
<tr>
<th>Element Assessment</th>
<th>Points Possible</th>
<th>Earned Assessment</th>
<th>Self</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The cover is colorful and is related to the country or region.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Each page</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. contains a colorful collection of illustrations and/or photographs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. has a neat and accurate caption explaining each illustration or photograph.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. appropriately uses space on the page.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. has illustrations or photographs that accurately reflect the country or region.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. has illustrations or photographs that are the work of the student.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. is the appropriate size.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total:  

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for a Travel Brochure

Use with Chapters 6, 8, 29, 34

**S** The work is outstanding. It goes beyond the rating of **T** because it is especially eloquent, creative, and interesting.

**T** The work is evenly excellent. It accomplishes its purpose and communicates well with the intended audience. There is a clear, focused theme. The cover is colorful, neat, attractive, and clearly related to the country or region. Each page contains a collection of neat and colorful illustrations or photographs related to the country or region. Each illustration or photograph has a neat and accurate caption that clearly describes its subject. The space on each page is used in such a way that it does not appear either cluttered or empty. The entire brochure is the correct size, and the work is very neat and presentable.

**U** The work is generally as good as one receiving a rating of **T** but is uneven and has one or two relatively less well developed elements.

**V** The work is similar to one receiving a rating of **W**, but it has one or two elements that demonstrate excellence.

**W** The work is weak. Although there is a sense that the student understood his or her audience, the work does not adequately accomplish its purpose, nor does it communicate well with the intended audience. A clear and focused theme for the whole piece is not evident, which results in a series of listlike details and illustrations. Little attention was given to effective use of color. There is either too much or too little on each page. The drawings are not carefully done and do not reflect the student’s best work. Although each illustration or photograph has a caption, the information often is incomplete or inaccurate. The student has not completely followed the directions, resulting in work that is either of an incorrect size or in illustrations and photographs that are not appropriate to the country. There are many mechanical errors that detract from the effectiveness of the brochure. The work is not neat and presentable.

**X** The work is extremely weak in nearly all areas.
### Classroom Assessment

**List for a Tribute**

Use with Chapters 10, 16

<table>
<thead>
<tr>
<th>Element Assessment</th>
<th>Points Earned</th>
<th>Assessment Possible</th>
<th>Teacher</th>
<th>Self</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The piece is well organized and focused.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The student captures the essence of the subject.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. The student uses specific details to portray the subject.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The tribute indicates careful and thorough research of the subject.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. The student’s choice of vocabulary and use of figurative language enhances the reader’s understanding and appreciation of the subject.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. The appropriate tone is used.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. The mechanics are correct.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. The piece is especially effective, moving, and eloquent.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. The piece is neat and presentable.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
for a Tribute
Use with Chapters 10, 16

S The tribute is superior. It is particularly creative, moving, and eloquent.

T The tribute is evenly excellent. It is clear that the student understood the task, audience, and purpose for the piece. The piece is well organized and focused. The student captures the essence of the subject of the tribute. The student has done careful and thorough research and uses specific details to enhance the reader’s understanding of the subject. The student’s choice of vocabulary and use of figurative language enhances the reader’s understanding of and appreciation for the subject. The student uses the appropriate tone. There are few mechanical errors, none of which interfere with the meaning of the piece. The tribute is neat and presentable.

U Although the tribute is nearly as good as one receiving a rating of T, it is uneven in quality. Several important elements are less than excellent.

V The tribute is similar to one receiving a rating of W. The writing demonstrates, however, that some elements are of very good quality.

W The tribute needs substantial improvement. Although the tribute is focused on a single subject, it lacks organization. The writer does not capture the essence of the subject of the tribute. Although there are some details, the writer does not include several of the key details about the subject. The writer’s choice of language and vocabulary do little to enhance his or her message or theme. The tone set by the writer is inappropriate for the subject. Although the writer has a basic grasp of mechanics, there are significant errors which interfere with the reader’s understanding of the piece. The piece is not entirely neat and presentable.

X The tribute is very poor. There is little attempt to complete the task as given.
## Classroom Assessment

### List for a Weather Map
Use with Chapter 3

<table>
<thead>
<tr>
<th>Element Assessment</th>
<th>Points Earned</th>
<th>Assessment Possible</th>
<th>Self</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The map is clearly labeled with the title, date, and author.</td>
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<tr>
<td>2. The wind speed and direction symbols have been drawn correctly.</td>
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<tr>
<td>3. Temperatures have been correctly labeled on the map.</td>
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<tr>
<td>4. Cold or warm fronts have been correctly identified on the map.</td>
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<tr>
<td>5. High and low pressure areas have been correctly identified on the map.</td>
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<tr>
<td>6. The forecast for the next day’s weather is accurate, given the information provided by the map.</td>
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<td><strong>Total:</strong></td>
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</tbody>
</table>

**World Geography and Cultures**

139
The weather map is outstanding. Information is accurately and properly portrayed using all of the necessary symbols. All standards for creating a map have been eloquently met. Forecasts made using the map are logical, complete, creative, and interesting in their presentation.

The weather map is complete and accurate. Proper symbols are used to present wind speed and direction, temperature, cloud cover, and precipitation. Cold and warm fronts and high and low pressure areas have been accurately identified using the data available. All standards for creating a map have been met, including the following components: key, title, date, compass rose, scale, and orientation to north. The forecast made using the map is logical and complete.

The weather map is generally as good as one receiving a rating of T, but one or two important elements are inaccurate, mislabeled, or missing.

The weather map is generally as good as one receiving a rating of W, but some important elements are accurately and neatly drawn on the map, or the forecast is still probably accurate, given the data presented.

The weather map is not clearly drawn or labeled. There are errors in the use of symbols, in the key, title, compass rose, scale, date, orientation to north, or in spelling. Key elements are missing or incorrectly used on the map. There are errors in the location and identification of cold or warm fronts and high and low pressure areas. The forecast is not accurate or logical, given the data presented.

The weather map is poorly done. A majority of the data has been incorrectly placed, interpreted, or omitted. The forecast is illogical or missing.
### Classroom Assessment

**List for Writing Fiction**  
Use with Chapter 26

<table>
<thead>
<tr>
<th>Element Assessment</th>
<th>Points Possible</th>
<th>Earned Assessment</th>
<th>Self</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The plot centers on a problem or conflict.</td>
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<tr>
<td>2. The story has an engaging conflict that attracts attention.</td>
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<td>3. Each event or episode is important to the meaning of the plot.</td>
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<td>4. The plot is logically sequenced.</td>
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<td>5. Characters are consistent and believable.</td>
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<td>6. Characters are developed through description and dialogue and by “showing” rather than “telling.”</td>
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<td>7. The story has a consistent point of view.</td>
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<td>8. The setting is portrayed through believable details.</td>
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<td>9. The title is appropriate, meaningful, and interesting.</td>
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<tr>
<td>10. The writing is mechanically correct.</td>
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<td>11. Inspection of previous drafts is evident if the story shows substantial revisions.</td>
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<td>12. The work is neat and presentable.</td>
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<td><strong>Total:</strong></td>
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</table>
SCORING RUBRIC

for Writing Fiction
Use with Chapter 26

S The story is a superior piece of work. It is unusually eloquent, complete, and creative.

T The story is evenly excellent. It has a plot that creates and resolves a problem or conflict. The story has an engaging conflict that holds the reader’s attention. There are carefully selected details that meet a need within the story. The plot is logically sequenced, and each event or episode is important to the meaning and coherence of the story. The characters are developed through a variety of techniques that demonstrate the writer’s understanding of the concept of showing rather than telling. There is a consistent point of view throughout the story. The story has a believable and detailed setting that enhances the theme. The title of the story is appropriate and meaningful. The writing is mechanically correct. There is evidence of revision. The story is neat and presentable.

U Although the story is good, it is uneven in quality. Some of the elements of excellence are either missing or of lesser quality than those in a story earning a rating of T.

V The story is similar in quality to one receiving a rating of W, but it is a more complete or more developed story with some elements of excellence.

W The story needs substantial improvement. Although there is a plot, it does not create and resolve a problem or conflict, nor does it contain an engaging conflict. If there are details, they are sketchy and irrelevant to the story line. There are serious gaps in the plot line, and the events are not arranged in a logical sequence. Little attempt has been made to develop the characters. Detail, description, and dialogue are missing, and the point of view is confusing. The setting is incomplete or not relevant to the plot line. There is no clear theme to the story. Overall, the writing tells rather than shows. There are faulty mechanics, and the writing is not neat and presentable.

X The story is very poor. It does not have a complete plot.