

GEOGRAPHY: HAND DRAWN MAP

MARKING RUBRIC

TASK: Asian Country Assignment

Create a detailed map of your Asian country (including all of the listed elements). The assignment outline is listed on the Year 6 webpage at <http://stjudes-geography.weebly.com>

Name of student: _____ Asian country: _____

Criteria	Excellent Achievement	High Achievement	Satisfactory Achievement	Limited Achievement	Very Low Achievement
Map Elements	The map includes a clearly labelled title, border, source, scale, north point and legend.	The map includes most standard map elements; most are accurate and easy to read.	The map contains some elements of a standard map.	The map is missing most standard map elements.	The map is missing all standard map elements.
Labels and Features	The map includes accurate labels of main cities and waterways. Physical features of the Tropic of Cancer and Capricorn are carefully drawn.	The map includes mostly, accurate labels of cities and waterways. Physical features of the Tropic of Cancer/Capricorn are included.	The map includes a few labels of cities and waterways. Physical features of the Tropic of Cancer/Capricorn are included.	The map only includes a few labels. The Tropic of Cancer and Capricorn are inaccurately placed.	The map doesn't include majority of labels and many are inaccurately placed. Tropic of Cancer/Capricorn is not included.
Latitude and Longitude	The map includes carefully drawn and very accurate lines of latitude and longitude.	The map includes accurate lines of latitude and longitude.	The map includes correct lines of latitude and longitude.	The map includes inaccurate lines of latitude and longitude.	The map doesn't include lines of latitude and longitude.
Accuracy and Scale	The map represents the intended area well. All the objects are placed in correct proportion and approximation. All features on map are drawn to scale.	The map represents the intended area well with the exception of a few missing objects. Most features are drawn to scale.	The map represents the intended area with a few errors of placement. Most features are drawn to scale.	The map does not represent the intended area at all. Many features are not drawn to scale.	The map does not represent the intended area at all. All features are not drawn to scale.
Neatness	The map is neat and readable. The map is easily identifiable to the reader.	The map is readable and identifiable to the reader.	The map is readable. Some features need to be distinguished with help.	The map is legible, however neatness needs improving.	The map is difficult to read/understand. Gives the reader no clues or ideas of what it is.
Visual Appeal	Very colourful and clean looking. Labels are easy to read.	Varieties of colours are used. Labels are easy to read.	Same colour is used. Most labels are easy to read.	Limited use of colour. Labels are somewhat difficult to read.	No use of colour. Labels are difficult to read.
Spelling	All words on the map are spelled and capitalised correctly.	Nearly every word on the map is spelled and capitalised correctly.	Most words on the map are spelled and capitalised correctly.	Some words are spelled and/or capitalised correctly.	Limited amount of words are spelled and/or capitalised correctly.

Teacher Comment:

Geography: Knowledge and Understanding

- The geographical diversity of the [Asia region](#) and the location of its major countries in relation to Australia ([ACHASSK138](#)).
- Australia's connections with other countries and how these change people and places ([ACHASSK141](#)).
- Differences in the economic, demographic and social characteristics of countries across the world ([ACHASSK139](#)).

Inquiry and Skills: Researching

- Locate and collect relevant information and data from primary and [secondary sources](#) ([ACHASSK123](#)).
- Organise and represent [data](#) in a range of formats including tables, graphs and large- and small-scale maps, using discipline-appropriate conventions ([ACHASSK124](#)).

Create A Country Geography Project Rubric

AW Rasmussen



Create A Country Geography Project Rubric:

Technology in the Middle and Secondary Social Studies Classroom Scott K. Scheuerell, 2015-03-12 *Technology in the Middle and Secondary Social Studies Classroom* introduces pre service teachers to the research underpinning the effective integration of technology into the social studies curriculum Building off of established theoretical frameworks veteran social studies teacher educator Scott Scheuerell shows how the implementation of key technologies in the classroom can help foster higher level thinking among students Plentiful user friendly examples illustrate how specific educational tools including games social media flipped classrooms and other emerging technologies spur critical thinking and foster authentic intellectual work A rigorous study *Technology in the Middle and Secondary Social Studies Classroom* provides a comprehensive up to date research framework for conceptualizing successful technology rich social studies classrooms

The Social Studies Helper Denise Fawcett Facey, 2010-07-16 Based on the highest levels of Bloom s taxonomy *The Social Studies Helper* easily integrates technology into every core high school social studies course as well as two electives These creative assignments are designed to appeal to visual auditory and kinesthetic learning styles as the students are immersed in research role playing art etc This is the resource book that you will turn to again and again throughout the school year *The Social Studies Helper* is all the help you ll need with innovative activities and projects along with their rubrics and handouts that are ready for use *World Studies: Eastern Hemisphere* Heidi Hayes Jacobs, Michal L. LeVasseur, 2004-08 *Foundations of geography World of geography Earth s physical geography Earth s human geography Cultures of the world Interacting with our environment Europe and Russia Europe and Russia physical geography Europe and Russia shaped by history Cultures of Europe and Russia Western Europe Eastern Europe and Russia Africa Africa physical geography Africa shaped by tis history Cultures of Africa North Africa West Africa Exploring East Africa Central and Southern Africa Asia and the Pacific East Asia physical geography South Southwest and Central Asia physical geography Southeast Asia and the Pacific region physical geography East Asia cultures and history South and Southeast Asia cultures and history Southeast Asia and the Pacific region cultures and history East Asia South Southwest and Central Asia Southeast Asia and the Pacific region Glossary* *UNESCO ICT Competency Framework for Teachers* UNESCO, 2011-12-31 *The Rubrics Way* David G. Lazear, 1998 With this resource teachers will learn to step beyond the boundaries of the traditional linguistic mathematical paradigm of assessment In the new brain based assessment paradigm instruction and assessment are two sides of a single coin Using MI based rubrics is the key to building authentic and intelligence fair assessments Provided here are 80 MI based rubrics guidelines which can be applied and adapted to students performances using the various intelligences 240 questions to ask when evaluating or assessing students MI based performances and the content material assessed 240 questions to ask students about their MI based performances to confirm their understanding of the required content material real classroom examples of MI based assessment and rubrics which have been used by teachers and more

The Palgrave Handbook of Learning and Teaching International Business and Management Maria Alejandra Gonzalez-Perez, Karen Lynden, Vas Taras, 2019-09-05 This handbook which serves as a follow up text to The Palgrave Handbook of Experiential Learning In International Business reviews theoretical and empirical approaches of experiential learning pedagogy and its role in increasing the effectiveness in teaching and learning of international business and also in the incorporation of international business related concepts and competences in business and non business programs This edition offers a broader and updated perspective on experiential learning pedagogy for international business and management and beyond The first part provides an updated overview of the theories of experiential learning and effectiveness of teaching and learning in international business through the use of experiential learning projects Part two provides a collection of specific applications of experiential learning in International Business and related fields This handbook is a one stop source for international managers business educators and trainers seeking to either select and use an existing experiential learning project or develop new projects and exercises of this kind

Holt People, Places, and Change Robert J. Sager, 2003 **Geography** McGraw-Hill Staff, 2001-08 *Prentice Hall World Explorer: Eastern Hemisphere* Heidi Hayes Jacobs, Brenda Randolph, Michal LeVasseur, Yvonne S. Gentzler, 2003 *We the People* Houghton Mifflin Company, 1997 **Collaborating for Project-Based Learning in Grades 9-12** Violet H. Harada, Carolyn Kirio, Sandra Yamamoto, 2008-05 Discusses the benefits of project based learning which encourages students to make connections between the topics they study and their personal interests and provide eleven example projects for exploring science sociology history art and math *Creating Islands of Excellence* Carol Fineberg, 2004 In *Creating Islands of Excellence* Fineberg underscores how the integration of arts based instruction can create breathtaking educational moments in and out of the classroom as she guides teachers administrators and curriculum developers around the problems that can derail well intended reform efforts

Geography Heidi Hayes Jacobs, Brenda Randolph, Michal LeVasseur, 2001 **Middle School Journal**, 2004 **Classroom Assessment** Catherine S. Taylor, Susan Bobbitt Nolen, 2005 For Classroom Assessment and Test and Measurement courses in Education Departments This exceptionally lucid and practical new assessment text provides a wealth of powerful concrete examples that help students to understand assessment concepts and to effectively use assessment to support learning The book offers unique coverage of ways to use assessment to support student learning across the developmental span from Kindergarten through high school The book also provides more coverage than any other classroom assessment text of how to adapt assessment to the needs of students with disabilities and students whose first language is not English

The Athenaeum, 1874 **Perspective**, 1999 The Classical Outlook, 2005 *Journal of Education and School World*, 1886 *Current Index to Journals in Education*, 2002

Whispering the Techniques of Language: An Emotional Quest through **Create A Country Geography Project Rubric**

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