

Titanic Lesson: Assessment rubric: Middle and High school

STANDARD	EXEMPLARY	MASTERY	INTRODUCTORY	DOES NOT MEET REQUIREMENTS
The student knows and understands how to use geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.	Creates detailed maps using GIS that show the ship's route, ice warnings, rescue, and discovery, at several different scales.	Creates maps using GIS that show the ship's route, ice warnings, rescue, and discovery.	Creates a few maps using GIS that show the ship's route, ice warnings, rescue, and discovery.	Creates few maps using GIS that show the ship's route, ice warnings, rescue, and discovery.
The physical and human characteristics of places.	The student demonstrably understands the changing human and physical characteristics of places the Titanic sailed, and of the North Atlantic Ocean.	The student understands the changing human and physical characteristics of places the Titanic sailed, and of the North Atlantic Ocean.	The student demonstrates some understanding of the changing human and physical characteristics of places the Titanic sailed, and of the North Atlantic Ocean.	The student understands the changing human and physical characteristics of places the Titanic sailed, and of the North Atlantic Ocean.
How Physical Systems Affect Human Systems.	The student demonstrably understands why and how ocean currents and icebergs affect transatlantic ship crossings.	The student understands why and how ocean currents and icebergs affect transatlantic ship crossings.	The student demonstrates some understanding of why and how ocean currents and icebergs affect transatlantic ship crossings.	The student does not demonstrate an understanding of why and how ocean currents and icebergs affect transatlantic ship crossings.
How to apply geography to interpret the past.	The student uses the geographic perspective, GIS, databases, images, and maps to interpret the circumstances surrounding the Titanic.	The student uses the geographic perspective, GIS, databases, images, and maps to interpret the circumstances surrounding the Titanic.	The student uses a bit of the geographic perspective, GIS, databases, images, and maps to interpret the circumstances surrounding the Titanic.	The student does not use the geographic perspective, GIS, databases, images, and maps to interpret the circumstances surrounding the Titanic.

This is a four-point rubric based on the National Standards for Geographic Education.