

My Magnificent Colorado Adventure: Assessment Rubric

Activities Checklist

Check all of the activities that the student successfully completed.

- _____ 1. Participated in reading and discussing *Margaret’s Magnificent Colorado Adventure*
- _____ 2. Accessed Colorado’s Historic Newspaper Collection
- _____ 3. Followed the guidelines for using the CHNC “Search All” feature
- _____ 4. Selected and printed resources from CHNC for the Vacation Scrapbook
- _____ 5. Created a Colorado Virtual Vacation Scrapbook
- _____ 6. Shared the Virtual Vacation Scrapbook with the rest of the class

Colorado Virtual Vacation Scrapbook

Rate the quality of work based on a scale of 1 – 3 (3 being highest)

1

2

3

	1	2	3
The scrapbook includes pictures of your Colorado place			
The scrapbook includes interesting facts that relate to your Colorado place			
The scrapbook includes a short summary or narrative of what you’ve learned and/or read			
The scrapbook includes a list of sources you’ve used			
The scrapbook is neat, colorful, and interesting			

Information Literacy Standards

Rate the student's progress in using the Information Literacy Standards. The highlighted standards are those most assessable for this assignment.

Evaluation Code:

1—The child needs more time, practice, and support to begin working at grade level for this skill.

2—The child is developing in the grade level expectations for this skill.

3—The child consistently demonstrates proficiency of grade level performance expectations for this skill.

4—The child consistently demonstrates above grade level performance expectations for this skill.

NE—Not evaluated on this assignment

Information Literacy Standards	Assessment Guidelines	Evaluation Code	Comments
Standard 1: The information literate student accesses information efficiently and effectively.	States overview of a topic. Connects ideas and other issues to a main topic. States more than one side to an issue. Indicates when information is complete or incomplete; accurate or inaccurate. Develops essential questions that go beyond facts and are thoughtful. Locates information using a variety of formats. Identifies and uses primary and secondary sources. Locates relevant information to answer research questions.		
Standard 2: The information literate student evaluates information critically and competently.	Identifies fact-based information. Demonstrates that differing resources may have conflicting facts. Identifies accurate information by comparing and contrasting topic-related resources. Uses facts and opinions appropriately. Uses identification of point-of-view to assess validity of information. Identifies inaccurate or misleading information.		
Standard 3: The information literate student uses information accurately and creatively.	Organizes information appropriately. Demonstrates understanding of essential ideas by using them effectively. Integrates new information, draws conclusions, and connects with prior knowledge. Develops strategies to solve information problems effectively. Selects the best format to communicate the information.		

<p>Standard 4: The information literate student is an independent learner who pursues information related to personal interests.</p>	<p>Uses information literacy strategies for real-life situations. Applies information problem-solving skills to personal life.</p>		
<p>Standard 5: The information literate student is an independent learner who appreciates literature and other creative expressions of information.</p>	<p>Uses a variety of resources and formats for information and personal enjoyment. Reads many things. Reads regularly for pleasure. Extrapolates ideas from creative sources and applies to personal experiences.</p>		
<p>Standard 6: The information literate student is an independent learner who strives for excellence in information seeking and knowledge generation.</p>	<p>Reflects on and revises work based on feedback. Sets personal criteria and checks quality of work. States personal standards of excellence.</p>		
<p>Standard 7: The information literate student contributes positively to the learning community and to society and recognizes the importance of information to a democratic society.</p>	<p>Examines diverse opinions and points-of-view (i.e., culture, background, historical context, etc.) to develop and modify his own point-of-view. Shares materials. Returns materials on time and in useable condition.</p>		
<p>Standard 8: The information literate student contributes positively to the learning community and to society and practices ethical behavior in regard to information and information technology.</p>	<p>Shows respect for and solicits others' ideas. Exercises personal rights and responsibilities for freedom of expression. Draws conclusions and states them in his own words. Cites information sources appropriately. Demonstrates responsible use of information technology.</p>		
<p>Standard 9: The information literate student contributes positively to the learning community and to society and participates effectively in groups to pursue and generate information.</p>	<p>Contributes to the success of the group. Shows respect for others' points-of-view and ideas. Solves information problems in collaboration with others. Reflects on and evaluates his own and the group's work to improve content, delivery, and work habits.</p>		