



Skill Builders

Atlas Assistant Rubric

Evaluates a student's ability to locate, interpret, analyze, and apply information using maps, graphs, images, and text.

Criterion	Proficient (3)	Developing (2)	Needs Support (1)
Engagement & Readiness (Getting Started)	Engages purposefully with atlas content and clearly understands the focus and purpose of the task.	Engages with content but may need reminders to focus on task purpose.	Shows limited engagement or confusion about the task.
Locating Information (DOK 1)	Accurately locates specific information from maps, graphs, images, or text.	Locates relevant information with minor errors or prompting.	Struggles to locate correct information or relies on guessing.
Interpreting Information (DOK 2)	Explains the meaning of information using accurate interpretation of visuals and text.	Attempts interpretation but explanations are partial or unclear.	Restates information without interpretation.
Analyzing Information (DOK 3)	Analyzes patterns, relationships, or causes using clear evidence and reasoning.	Attempts analysis but connections or evidence are weak.	Responses remain descriptive with little analysis.
Applying Information (DOK 4)	Applies knowledge creatively using original thinking and historical or geographic evidence.	Applies information in a basic way with limited depth.	Struggles to apply information to new contexts.
Use of Evidence	Consistently cites specific atlas evidence to support ideas and conclusions.	Uses evidence inconsistently or generally.	Rarely or inaccurately references evidence.
Academic Vocabulary & Language Use	Uses academic and domain-specific vocabulary accurately and appropriately.	Uses some academic vocabulary with occasional errors.	Limited or incorrect use of academic vocabulary.
Reasoning & Explanation	Explains thinking clearly with logical structure and cause-and-effect reasoning.	Reasoning is present but explanations are incomplete.	Reasoning is unclear or missing.
Conversational Persistence & Responsiveness	Responds thoughtfully to scaffolding and sustains engagement throughout.	Responds to prompts but needs repeated scaffolding.	Frequently disengaged or reliant on prompting.



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