

**Children’s Literature Annotated  
Bibliography - Research shell- Rubric**

Name: \_\_\_\_\_ T-Number \_\_\_\_\_

**Assessment**

**Task Description**

The teacher candidates will be required to read 30 children’s books from various genres and record the books in a log provided by the instructor. The teacher candidates will be required to read 30 children’s books from various genres and record the books in a annotated bibliography. The teacher candidates will demonstrate their ability to identify characteristics and elements of a variety of literary genres. In addition, the teacher candidate will identify and apply professional guidelines for selecting literature and identify appropriate techniques for encouraging students to respond to literature in a variety of ways. Some books selected will encourage learning about diverse cultural groups. For each book read, the teacher candidates will list the title, author, summary, number of pages, genre, type/theme/award, their response to the text, and ideas for classroom use that support the knowledge, skills, and attitudes to be learned across the curriculum.

**Annotated Bibliography**

	<b>Target (5-6 pts)</b>	<b>Acceptable (3-4 pts)</b>	<b>Unacceptable (1-2 pts)</b>	<b>Missing (0-pts)</b>
Knowledge of Cultural Characteristics <b>IRA.4</b>	The teacher candidate read and analyzed books that include diverse characters and topics. Six of more books selected for the annotated bibliography encouraged learning about diverse cultural groups. The teacher candidate used knowledge of cultural characteristics to develop instructional uses of the books in the classroom.	he teacher candidate read and analyzed 2-3 books that include diverse characters and topics. 2-3 of the books selected for the annotated bibliography encouraged learning about diverse cultural groups.	The teacher candidate read and analyzed few or no books related to diverse cultures and developed few or no instructional materials for diverse cultures.	
Content Knowledge <b>IRA.4</b>	The teacher candidate demonstrated content knowledge and the ability to identify characteristics and elements of a variety of literary genres. In addition, the teacher candidate identified and applied professional guidelines for selecting literature and identified appropriate techniques for encouraging	The teacher candidate demonstrated some content knowledge and ability to identify characteristics and elements of a variety of genres. The teacher candidate some ability to apply professional guidelines in selecting literature and identifying	The teacher candidate is beginning to be able to identify characteristics and elements of a variety of genres. The teacher candidate is beginning to apply professional guidelines in selecting	

	students to respond to literature in a variety of ways.	appropriate techniques for responding to literature	literature and identifying appropriate techniques for responding to literature.	
Curriculum Connections <b>IRA.2</b>	The teacher candidate identified a variety of curriculum connections with different content areas. For each book read, the teacher candidate with rich detailed listed the title, author, summary, number of pages, genre, type/theme/award, response to the text, and ideas for classroom use that supported the knowledge, skills, and attitudes appropriate to be learned across the curriculum.	The teacher candidate has demonstrated some ability to identify a variety of curriculum connections with different content areas. For each book read, the teacher candidate minimally listed the title, author, summary, number of pages, genre, type/theme/award, ideas for classroom use that supported the knowledge, skills, and attitudes appropriate to be learned across the curriculum.	The teacher candidate is beginning to make curriculum connection with different content areas. The teacher candidate completed some of the required components.	
Technology <b>IRA.2</b>	The teacher candidate uses technology to construct teaching materials and learning activities. The teacher candidate has created an annotated bibliography using graphics in a format such as a newsletter, Google Site Page, or other with technology enhancements.	The teacher candidate is making progress in exploring the use of technology to construct teaching materials and learning activities. The teacher candidate has created an annotated bibliography with some graphics in formats such as Google Site Page, newsletter or other technology enhancements.	The teacher candidate is beginning to use technology to construct teaching materials and learning activities. The teacher candidate has created an annotated bibliography in a limited technological format.	
<b>Conventions</b>	There are no errors in spelling, punctuation, grammar, and sentence structure. Entries follow APA and the format provided in the syllabus.	There are few errors in spelling, punctuation, grammar, and sentence structure. Entries may or may not follow APA and the format provided in the syllabus.	There are several errors in spelling, punctuation, grammar, and sentence structure. Entries do not follow APA and the format provided in the syllabus.	







