

Cooperative Learning Rubric

	1	2	3	4
Contribution to group goals	Works toward group goals only when prompted	Works toward group goals with occasional prompting	Works toward group goals without occasional prompting; accepts and fulfills individual role within group	Consistently and actively works toward group goals; willingly accepts and fulfills individual role within group
Consideration of others	Needs occasional reminders to be sensitive to the feelings of others	Shows sensitivity to the feelings of others	Shows and expresses sensitivity to the feelings of others; encourages the participation of others	Shows sensitivity to the feelings and learning needs of others; values the knowledge, opinion, and skills of all group members and encourages their contribution
Contribution of knowledge	Contributes information to the group only when prompted	Contributes information to the group with occasional prompting or reminding	Contributes knowledge, opinions, and skills without prompting or reminding	Consistently and actively contributes knowledge, opinions, and skills without prompting or reminding
Working and sharing with others	Participates in needed changes when prompted and encouraged; always or often relies on others to do the work	Participates in needed changes with occasional prompting; often needs reminding to do the assigned work	Willingly participates in needed changes; usually does the assigned work and rarely needs reminding	Helps the group identify necessary changes and encourages group action for change; always does the assigned work without having to be reminded

Signatures and comments:

$\frac{14}{16}$

87% B

Awesome Job! 😊

Make sure that we have a B-M-E and is organized.

Check your grammar!



	Score of 4	Score of 3	Score of 2	Score of 1
Reading/Research 2 x <u>✓</u> = <u>✓</u>	The writing – <ul style="list-style-type: none"> ▫ makes effective use of available resources ▫ effectively uses relevant and sufficient text support from the resources with accuracy ▫ uses credible sources* 	The writing – <ul style="list-style-type: none"> ▫ makes adequate use of available resources ▫ uses relevant and sufficient text support from the resources with accuracy ▫ uses credible sources* 	The writing – <ul style="list-style-type: none"> ▫ makes limited use of available resources ▫ inconsistently uses relevant and sufficient text support from the resources with accuracy ▫ inconsistently uses credible sources* 	The writing – <ul style="list-style-type: none"> ▫ makes inadequate use of available resources ▫ fails to use relevant and sufficient text support from the resources with accuracy ▫ attempts to use credible sources*
Development 3 x <u>✓</u> = <u>✓</u>	The writing – <ul style="list-style-type: none"> ▫ addresses all aspects of the writing task with a tightly focused and detailed response ▫ skillfully develops the topic using facts, definitions, concrete details, quotations, or other information and examples that are relevant and sufficient 	The writing – <ul style="list-style-type: none"> ▫ addresses the writing task with a focused response ▫ develops the topic using facts, definitions, concrete details, quotations, or other information and examples that are relevant and sufficient 	The writing – <ul style="list-style-type: none"> ▫ addresses the writing task with an inconsistent focus ▫ inconsistently develops the topic using facts, definitions, concrete details, quotations, or other information and examples that are relevant and sufficient 	The writing – <ul style="list-style-type: none"> ▫ attempts to address the writing task but lacks focus ▫ develops the topic using facts, definitions, concrete details, quotations, or other information and examples that are irrelevant and/or insufficient
Organization 2 x <u>✓</u> = <u>✓</u>	The writing – <ul style="list-style-type: none"> ▫ effectively introduces the topic ▫ groups related information in paragraphs and sections in a manner that supports the writing task ▫ effectively links ideas within categories of information using words and/or phrases ▫ provides an effective concluding statement or section related to the information or explanation presented 	The writing – <ul style="list-style-type: none"> ▫ introduces the topic clearly ▫ groups related information in paragraphs and sections ▫ links ideas within categories of information using words and/or phrases ▫ provides a concluding statement or section related to the information or explanation presented 	The writing – <ul style="list-style-type: none"> ▫ introduces the topic ▫ has a progression of ideas that may lack cohesion (i.e., list-like, rambling, or repetitive) ▫ inconsistently links ideas within categories of information using words and/or phrases ▫ provides a sense of closure 	The writing – <ul style="list-style-type: none"> ▫ identifies the topic ▫ has little or no evidence of purposeful organization
Language/Conventions 1 x <u>✓</u> = <u>✓</u>	The writing – <ul style="list-style-type: none"> ▫ demonstrates a well-developed command of standard English conventions ▫ skillfully employs language and tone appropriate to audience and purpose ▫ has sentences that are skillfully constructed with appropriate variety in length and structure ▫ provides a list of sources* 	The writing – <ul style="list-style-type: none"> ▫ demonstrates a command of standard English conventions; errors do not interfere with understanding ▫ employs language and tone appropriate to audience and purpose ▫ has sentences that are generally complete with sufficient variety in length and structure ▫ provides a list of sources* 	The writing – <ul style="list-style-type: none"> ▫ demonstrates a limited and/or inconsistent command of standard English conventions; errors may interfere with understanding ▫ inconsistently employs language and tone appropriate to audience and purpose ▫ has some sentence formation errors and/or a lack of sentence variety ▫ attempts to provide a list of sources* 	The writing – <ul style="list-style-type: none"> ▫ demonstrates a weak command of standard English conventions; errors interfere with understanding ▫ employs language and tone that are inappropriate to audience and purpose ▫ has frequent and severe sentence formation errors and/or a lack of sentence variety ▫ fails to provide a list of sources*

100
 100
 87%
 B

HELEN KELLER

Lilah S. Shelby P. Tyler M. ~~CHAND~~

Vocabulary

Deaf

Blind

Temperature

Voice box

Symbol

Handicaps

Stubborn



All About Helen Keller

Helen Keller was born in 1880. She was not healthy when she was young. ^{because} She had a high temperature. ^{she}

In the article it said, "she was deaf dumb and blind." She was very young to be called "deaf dumb and blind." ^{Good!}

Then a miracle happened Annie Sullivan came to help Helen. Annie thought Helen ^{could} use symbols to help people understand her.

One of Annie's tools was to ^{sign} put the thing in ⁱⁿ Helen's hand. ~~and then wrote on Helen's hand what the thing was.~~ ^{Helen} Helen was ~~become~~ very smart and talented. ^{became}

Hellen wrote many books. And died in 1968.

	Score of 4	Score of 3	Score of 2	Score of 1
<p>Reading/ Research 2 x 4 = 8</p> <p>The writing –</p> <ul style="list-style-type: none"> ◦ makes effective use of available resources ◦ effectively uses relevant and sufficient text support from the resources with accuracy ◦ uses credible sources* 	<p>The writing –</p> <ul style="list-style-type: none"> ◦ makes adequate use of available resources ◦ uses relevant and sufficient text support from the resources with accuracy ◦ uses credible sources* 	<p>The writing –</p> <ul style="list-style-type: none"> ◦ makes limited use of available resources ◦ inconsistently uses relevant and sufficient text support from the resources with accuracy ◦ inconsistently uses credible sources* 	<p>The writing –</p> <ul style="list-style-type: none"> ◦ makes inadequate use of available resources ◦ fails to use relevant and sufficient text support from the resources with accuracy ◦ attempts to use credible sources* 	
<p>Development 3 x 4 = 12</p> <p>The writing –</p> <ul style="list-style-type: none"> ◦ addresses all aspects of the writing task with a tightly focused and detailed response ◦ skillfully develops the topic using facts, definitions, concrete details, quotations, or other information and examples that are relevant and sufficient 	<p>The writing –</p> <ul style="list-style-type: none"> ◦ addresses the writing task with a focused response ◦ develops the topic using facts, definitions, concrete details, quotations, or other information and examples that are relevant and sufficient 	<p>The writing –</p> <ul style="list-style-type: none"> ◦ addresses the writing task with an inconsistent focus ◦ inconsistently develops the topic using facts, definitions, concrete details, quotations, or other information and examples that are relevant and sufficient 	<p>The writing –</p> <ul style="list-style-type: none"> ◦ attempts to address the writing task but lacks focus ◦ develops the topic using facts, definitions, concrete details, quotations, or other information and examples that are irrelevant and/or insufficient 	
<p>Organization 2 x 6 = 12</p> <p>The writing –</p> <ul style="list-style-type: none"> ◦ effectively introduces the topic ◦ groups related information in paragraphs and sections in a manner that supports the writing task ◦ effectively links ideas within categories of information using words and/or phrases ◦ provides an effective concluding statement or section related to the information or explanation presented 	<p>The writing –</p> <ul style="list-style-type: none"> ◦ introduces the topic clearly ◦ groups related information in paragraphs and sections ◦ links ideas within categories of information using words and/or phrases ◦ provides a concluding statement or section related to the information or explanation presented 	<p>The writing –</p> <ul style="list-style-type: none"> ◦ introduces the topic ◦ has a progression of ideas that may lack cohesion (i.e., list-like, rambling, or repetitive) ◦ inconsistently links ideas within categories of information using words and/or phrases ◦ provides a sense of closure 	<p>The writing –</p> <ul style="list-style-type: none"> ◦ identifies the topic ◦ has little or no evidence of purposeful organization 	
<p>Language/Conventions 1 x 9 = 9</p> <p>The writing –</p> <ul style="list-style-type: none"> ◦ demonstrates a well-developed command of standard English conventions ◦ skillfully employs language and tone appropriate to audience and purpose ◦ has sentences that are skillfully constructed with appropriate variety in length and structure ◦ provides a list of sources* 	<p>The writing –</p> <ul style="list-style-type: none"> ◦ demonstrates a command of standard English conventions; errors do not interfere with understanding ◦ employs language and tone appropriate to audience and purpose ◦ has sentences that are generally complete with sufficient variety in length and structure ◦ provides a list of sources* 	<p>The writing –</p> <ul style="list-style-type: none"> ◦ demonstrates a limited and/or inconsistent command of standard English conventions; errors may interfere with understanding ◦ inconsistently employs language and tone appropriate to audience and purpose ◦ has some sentence formation errors and/or a lack of sentence variety ◦ attempts to provide a list of sources* 	<p>The writing –</p> <ul style="list-style-type: none"> ◦ demonstrates a weak command of standard English conventions; errors interfere with understanding ◦ employs language and tone that are inappropriate to audience and purpose ◦ has frequent and severe sentence formation errors and/or a lack of sentence variety ◦ fails to provide a list of sources* 	

29
39

98%

A



HELEN KELLER

~~By Tyler Murphy, Lily Stuck, Shelby Corrada, and Liba~~

~~Parker.~~

Vocabulary

Deaf

Dumb

Blind

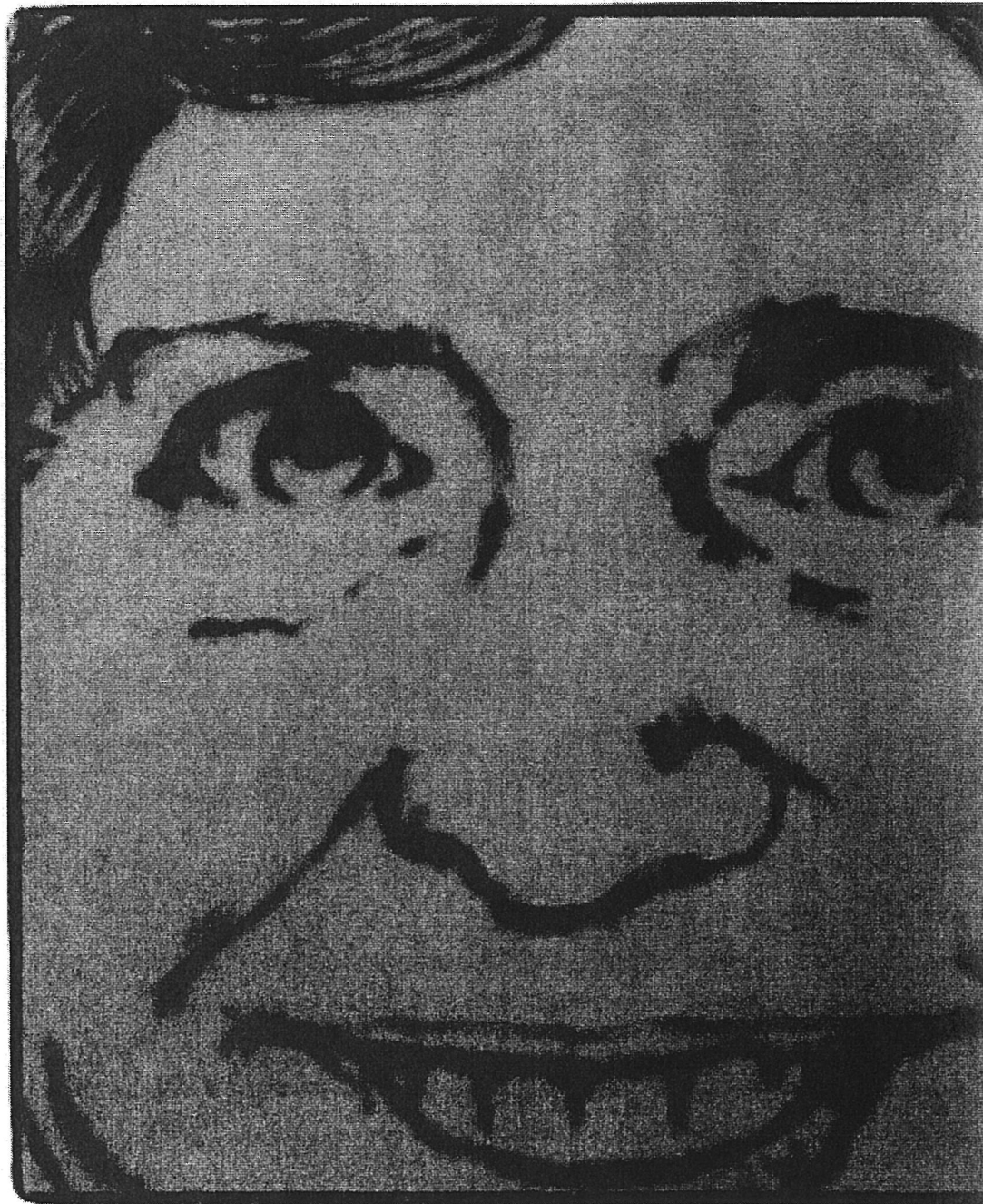
Temperature

Voice box

Symbol

Handicaps

Stubborn



Great Job!

All about Helen Keller

Helen was born in 1880 and died in 1968.

When Helen was a little girl ~~Helen~~^{she} was deaf dumb and blind. Helen was a little girl when this happened. Helen ran a high temperature. Annie was the girl that help Helen understand symbols. Helen got the hang of smelling things like flowers and seances.

~~Helen~~ sat in a very dark room. ~~The girl~~^{Helen} did not go to school because she could not see anyone or hear anything. Her parents felt really bad for her. ~~helens~~^{and} parents were stubborn. Annie always ~~spoke~~^{Helen} to ~~Hellen~~ to try to get her to Speak, but it did not work. She tried and tried. Then she spoke for the first time. - then what?