**College and Career Readiness Writing Standards**

**W.CCR.4**

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**W.CCR.6**

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**Common Core Writing Standard** Research to Build and Present Knowledge

**W.4.7**Conduct short research projects that build knowledge through investigation of different aspects of a topic.

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| **Activity** | **4** | **3** | **2** | **1** | **0** |
| YouTube Videos and Class Wiki | Together, the group watched all the YouTube videos provided by the instructor, posted the group’s reflection on the class wiki, and posted the link to an additional video the group found to the PBL Class Google Document. | Together, the group watched most of the YouTube videos provided by the instructor. The group posted a reflection on the class wiki, or posted the link to an additional video the group found to the PBL Class Google Document. | Together, the group watched two of the YouTube videos provided by the instructor. The group posted a reflection on the class wiki, or posted the link to an additional video the group found to the PBL Class Google Document. | The group may or may not have watched the YouTube videos provided by the instructor, together and the group posted a reflection on the class wiki. The group may or may not have posted a link to an additional video to the PBL Class Google Document. | The group did not watch any of the YouTube videos provided by the instructor. The group did not post a reflection on the class wiki. The group did not post a link to an additional video to the PBL Class Google Document. |

**Speaking and Listening Standard**

**SL.4.1**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts building on others’ ideas and expressing their own clearly.

**Reading Standard**

**RL4.7**

Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

**NETS-Student**

**3. Research and Information Fluency**

Students apply digital tools to gather, evaluate, and use information.

**Common Core Writing Standard** Research to Build and Present Knowledge

**W.4.7**Conduct short research projects that build knowledge through investigation of different aspects of a topic.

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| --- | --- | --- | --- | --- | --- |
| **Activity** | **4** | **3** | **2** | **1** | **0** |
| Activities for Grade Level Texts | The group engaged in collaborative discussions, including online, about four grade level texts, and created a variety of digital and hands-on activities for each text and posted the information to the PBL Class Google Document. | The group engaged in collaborative discussions, including online, about three grade level texts. The group created a variety of digital or hands-on activities for each text and posted the information to the PBL Class Google Document. | The group engaged in collaborative discussions, including online, about 1-2 grade level texts. The group created digital or hands-on activities for each text and may or may not have posted the information to the PBL Class Google Document. | The group may or may not have engaged in collaborative discussions, including online, about grade level texts. The group created 1 activity for each text. The group may or may not have posted information to the PBL Class Google Document. | The group did not engage in collaborative discussions about grade level texts. The group did not create activities for grade level texts. The group did not post information to the PBL Class Google Document. |

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| **Activity** | **4** | **3** | **2** | **1** | **0** |
| Activities in the Neighborhood | The group used technology to communicate and collaborate with a distant community in developing creative literacy activities, digitally and hands-on, for five common places (bank, supermarket, library, etc.) in the neighborhood, and posted the information to the PBL Class Google Document. | The group used technology to communicate and collaborate with a distant community in developing creative literacy activities, digitally and hands-on, for 3 to 4 common places (bank, supermarket, library, etc.) in the neighborhood, and posted the information to the PBL Class Google Document. | The group used technology to communicate and collaborate with a distant community in developing creative literacy activities, digitally or hands-on, for 2 to 5 common places (bank, supermarket, library, etc.) in the neighborhood, and posted the information to the PBL Class Google Document. | The group may or may not have used technology to communicate and collaborate with a distant community in developing creative literacy activities, digitally or hands-on, for at least 1 common place in the neighborhood. The group posted the information to the PBL Class Google Document. | The group did not use technology to communicate and collaborate with a distant community in developing creative literacy activities, digitally or hands-on, for common places in the neighborhood. The group did not post information to the PBL Class Google Document. |

**NETS-Student**

**1. Creativity and Innovation**

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

**2. Communication and Collaboration**

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

**Common Core Writing Standard** Research to Build and Present Knowledge

**W.4.7**Conduct short research projects that build knowledge through investigation of different aspects of a topic.

**NETS-Student**

**3. Research and Information Fluency**

Students apply digital tools to gather, evaluate, and use information.

**4. Critical Thinking, Problem-Solving, & Decision-Making**

Students use critical thinking skills to plan and conduct research, manage projects, solve problems and make informed decisions using appropriate digital tools and resources.

**Common Core Writing Standard** Research to Build and Present Knowledge

**W.4.7**Conduct short research projects that build knowledge through investigation of different aspects of a topic.

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| --- | --- | --- | --- | --- | --- |
| **Activity** | **4** | **3** | **2** | **1** | **0** |
| Community Voice | The group designed a questionnaire to research students’ favorite literacy activities, analyzed interview responses from staff members and parents, and compiled the results in a digital presentation such as GoAnimate, PowToon, Power Point, Voki, YouTube, etc., and posted the information to the PBL Class Google Document. | The group designed a questionnaire to research students’ favorite literacy activities or analyzed interview responses from staff members and parents. The group compiled the results in a digital presentation such as GoAnimate, PowToon, Power Point, Voki, YouTube, etc., or posted the information to the PBL Class Google Document. | The group designed a questionnaire to research students’ favorite literacy activities or analyzed interview responses from staff members or parents. The group compiled the results in a presentation that is not digital and posted the information to the PBL Class Google Document. | The group may or may not have designed a questionnaire to research students’ favorite literacy activities or analyzed interview responses from staff members or parents. The group compiled the results in a presentation that is not digital, or posted the information to the PBL Class Google Document. | The group did not design a questionnaire to research students’ favorite literacy activities, or analyzed interview responses from staff members and parents, or compiled the results in a presentation. The group did not post information to the PBL Class Google Document. |

**NETS-Student**

**5. Digital Citizenship**

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

**6. Technology Operations and Concepts**

Students demonstrate a sound understanding of technology concepts, systems and operations.

**Common Core Writing Standard** Research to Build and Present Knowledge

**W.4.7**Conduct short research projects that build knowledge through investigation of different aspects of a topic.

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| **Activity** | **4** | **3** | **2** | **1** | **0** |
| Video | The group designed a 5 to 6 minutes video presentation that consist of at least three recommendations for promoting literacy development outside of school and posted the video to the PBL Class Google Document. | The group designed a 3 to 4 minutes video presentation that consist of at least three recommendations for promoting literacy development outside of school and posted the video to the PBL Class Google Document. | The group designed a 1 to 2 minutes video presentation that consist of two recommendations for promoting literacy development outside of school and posted the video to the PBL Class Google Document. | The group designed a video presentation that is less than 1 minute. The video consist of one or two recommendations for promoting literacy development outside of school. The group may or may not have posted the video to the PBL Class Google Document | The group did not design a video presentation to recommend ways for promoting literacy development outside of school. The group did not post a video to the PBL Class Google Document. |

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| Rubric Made Using:  **RubiStar ( http://rubistar.4teachers.org )** |

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| |  | | --- | | Collaborative Work Skills: Group Efforts Teacher Name: **Ms. Anglin**    Student Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |

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| CATEGORY | **4** | **3** | **2** | **1** |
| **Contributions** | Routinely provides useful ideas when participating in the group and in classroom discussion. A definite leader who contributes a lot of effort. | Usually provides useful ideas when participating in the group and in classroom discussion. A strong group member who tries hard! | Sometimes provides useful ideas when participating in the group and in classroom discussion. A satisfactory group member who does what is required. | Rarely provides useful ideas when participating in the group and in classroom discussion. May refuse to participate. |
| **Quality of Work** | Provides work of the highest quality. | Provides high quality work. | Provides work that occasionally needs to be checked/redone by other group members to ensure quality. | Provides work that usually needs to be checked/redone by others to ensure quality. |
| **Problem-solving** | Actively looks for and suggests solutions to problems. | Refines solutions suggested by others. | Does not suggest or refine solutions, but is willing to try out solutions suggested by others. | Does not try to solve problems or help others solve problems. Lets others do the work. |
| **Focus on the task** | Consistently stays focused on the task and what needs to be done. Very self-directed. | Focuses on the task and what needs to be done most of the time. Other group members can count on this person. | Focuses on the task and what needs to be done some of the time. Other group members must sometimes nag, prod, and remind to keep this person on-task. | Rarely focuses on the task and what needs to be done. Lets others do the work. |
| **Preparedness** | Brings needed materials to class and is always ready to work. | Almost always brings needed materials to class and is ready to work. | Almost always brings needed materials but sometimes needs to settle down and get to work | Often forgets needed materials or is rarely ready to get to work. |
| **Working with Others** | Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together. | Usually listens to, shares, with, and supports the efforts of others. Does not cause \\"waves\\" in the group. | Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member. | Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player. |
| **Attitude** | Never is publicly critical of the project or the work of others. Always has a positive attitude about the task(s). | Rarely is publicly critical of the project or the work of others. Often has a positive attitude about the task(s). | Occasionally is publicly critical of the project or the work of other members of the group. Usually has a positive attitude about the task(s). | Often is publicly critical of the project or the work of other members of the group. Often has a negative attitude about the task(s). |
| **Time-management** | Routinely uses time well throughout the project to ensure things get done on time. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination. | Usually uses time well throughout the project, but may have procrastinated on one thing. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination. | Tends to procrastinate, but always gets things done by the deadlines. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination. | Rarely gets things done by the deadlines AND group has to adjust deadlines or work responsibilities because of this person's inadequate time management. |