**Project Based Learning**

**The SIZzle Project**

**English Language Arts Fifth Grade**

**Project Title:** The SIZzle Project

**Author:** Adapted by K. Cook

**Project Idea:** The SIZzle (Social Improvements Zone) project will allow students to work in teams of four to plan and prepare proposals for social improvement projects in the local community. These proposals will be presented to members of local service organizations. The students and service organization members will select a project or projects that will then be completed by the school members under the leadership of the student development team with the assistance of members of the service organization.

**Entry Event:** The school principal and a representative of a local service organization will meet with the students to explain that the organization wants to work with the students to create a more positive, effective and safe environment in the local community so that the area will SIZzle. They will challenge the students to plan and develop a presentation that will identify an area of need in the community, a plan for addressing that need, and a proposal for funding any work that needs to be done. Students will be asked to document how they identified the area of need, what steps need to be taken to address the problem, and how it will impact the students and other members of the community. The presenter will explain that the service organization is looking for projects that will help the community “SIZzle” with pride. The students will learn that the school principal and members of the local service organization will return at the end of the project to listen to the proposals and select those that will become goals for the students and the organization. These projects will be completed under the leadership of the student development team and members of the service organization.

**Content Standards:**

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| **Standards Directly Taught or Learned Through Discovery** | **Identified Learning Targets** | **Evidence of Success in Achieving Identified Learning Target** |
| ELA.5.21  Write informative/explanatory texts to examine a topic and convey ideas and information clearly.   * Introduce a topic clearly, provide a general observation, and focus and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension. * Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. * Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast and especially). * Use precise language and domain-specific vocabulary to inform about or explain the topic. * Provide a concluding statement or section related to the information or explanation presented. | Compose an informative text with an introductory paragraph, supporting detail paragraph(s), and concluding paragraph.    Incorporate specific, relevant details | **Grade 5 Informative Writing Rubric** |
| ELA.5.25  With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type accurately. | Create and present project proposals to teachers, principal, and community members. | [**Presentation Rubric**](http://wveis.k12.wv.us/teach21/cso/upload/UP3396WS6.doc) |
| ELA.5.30  Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing ideas clearly.   * Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. * Follow agreed-upon rules for discussions and carry out assigned roles. * Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. * Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. | Student teams develop their plan of action for the project. This plan will be submitted to the teacher for review. | Students participate in class and team discussions.  [**Collaboration Rubric**](http://wveis.k12.wv.us/teach21/cso/upload/UP3396WS7.doc)    [**Task Management Chart**](http://wveis.k12.wv.us/teach21/cso/upload/UP3396WS3.doc)    [**Work Log**](http://wveis.k12.wv.us/teach21/cso/upload/UP3396WS4.doc) |
| ELA.5.33  Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. | Plan and prepare proposals for social improvement projects in the local community. | **Presentation Rubric** |
| ELA.5.34  Include multimedia components (e.g., graphics and/or sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.  TCS.3-5.9  Explore multiple ways to share ideas and information about themselves and the world around them, considering the expected audience. | Students will use presentation software to create an original product.  Include multi-media components to enhance the development of ideas. | **Presentation Rubric** |
| DSS.3-5.7  Develop Learning Skills   * Work collaboratively to solve problems, complete tasks, and/or investigate topics of interest. * Explore a variety of learning opportunities within the classroom and home environment. * Maintain concentration over a reasonable amount of time despite distractions and interruptions. * Independently complete routines and learning tasks. | Students will problem-solve throughout the project. The team will request conferences with the teacher as needed. | Teacher observation  **Collaboration Rubric**  **Work Log** |
| DSS.3-5.10  Plan to Achieve Goals   * Demonstrate an understanding of the steps used in developing a plan. * Make short-term and long-term plans, as appropriate. * Persist in activities to achieve goals. * Investigate the importance of early academic planning to prepare for post-secondary success and reaching career goals. | Student teams develop their plan of action for the project. This plan will be submitted to the teacher for review. | **Collaboration Rubric**    [**Task Management Chart**](http://wveis.k12.wv.us/teach21/cso/upload/UP3396WS3.doc)    [**Work Log**](http://wveis.k12.wv.us/teach21/cso/upload/UP3396WS4.doc) |
| TCS.3-5.4  Create original work through the use of age-appropriate technology and digital tools. | Use a variety of technology tools: computers with Internet access, Flip cameras, digital cameras, iPads, tablets, etc.  Students use technology tools to help them plan and develop their presentation. | Teacher Observations    [**Presentation Rubric: Technical Attributes**](http://wveis.k12.wv.us/teach21/cso/upload/UP3396WS6.doc) |

**Performance Objectives:**

**Know**

The five-step writing process

How to organize introductory, supporting detail, and concluding paragraphs

How to incorporate specific, relevant details

How to create graphic representations

How to compare and contrast personal experiences

Effective presentation skills

**Do**

Work as a team to develop a [**Team Contract**](http://wveis.k12.wv.us/teach21/cso/upload/UP3396WS2.doc).

Work as a team to develop a **Task Management Chart**.

Complete an individual daily work log.

Compose an informative piece that identifies a problem and proposes a solution.

Create visual aids to support the information in the composition.

Support proposed project with references to personal experiences.

Present a proposal that identifies an area of need, a way to address that need, and ideas for funding the project to members of a local service organization.

**Driving Question: What social improvement will help all of us live in a safer, more positive community?**

**Assessment Plan:**

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| **Major Group Products** | Written proposal  Multi-media presentation to support proposal Oral presentation of proposal |
| **Major Individual Products** | **Work Log**  **Team Effort Reflection**  **End-of-Project Reflection** |

**Assessment and Reflection:**

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| **Rubric(s) I will use:** (Check all that apply.) | Collaboration  **Collaboration Rubric** | **X** | Written Communication  **Grade 5 Informative Writing Rubric** | **X** |
| Critical Thinking & Problem Solving |  | Content Knowledge |  |
| Oral Communication  **Presentation Rubric** | **X** | Other |  |
| **Other classroom assessments for learning:** (Check all that apply) | Quizzes/ tests |  | Practice presentations |  |
| Self-evaluation |  | Notes |  |
| Peer evaluation  **Team Effort Reflection** | **X** | Checklists/observations | **X** |
| Online tests and exams |  | Concept maps |  |
| **Reflections:** | Survey |  | Focus Group |  |
| Discussion |  | **Task Management Chart** | **X** |
| Journal Writing/ Learning Log  **Work Log** | **X** | **End-of-Project Reflection** | **X** |

**Map the Product:**

**Product:** SIZzle Project Proposal Presentation

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| **Knowledge and Skills Needed** | **Already Have Learned** | **Taught Before the Project** | **Taught During the Project** |
| 1. Five-step writing process | X |  |  |
| 1. Parts of a composition |  | X |  |
| 1. Organization of introductory, supporting detail, and concluding paragraphs |  |  | X |
| 1. Incorporation of specific, relevant details |  |  | X |
| 1. Use of multi-media components to support a proposal |  |  | X |
| 1. Use of technology tools | X | X |  |
| 1. Effective oral communication skills |  | X |  |

**Resources:**

**School-based Individuals:**

Principal

Technology Coordinator

**Technology:**

Computers with Internet access

Flip video cameras

Digital cameras

iPads/tablets

**Web resources:**

The Random Acts of Kindness Foundation: [http://www.actsofkindness.org](http://www.actsofkindness.org/)

Pay It Forward Foundation: <http://www.payitforwardfoundation.org>

**Community:**

Representatives from local service organizations

Various community members such as neighbors, friends, business owners

Employees of the local newspaper

**Materials:**

Team Contract

Task Management Chart

Work Log (for individual team members)

End-of-Project Reflection

Team Effort Reflection

Collaboration Rubric

Presentation Rubric

Grade 5 Informative Writing Rubric

**Manage the Process:**

Suggested Timeline: Approximately two weeks

Step 1: Launch the project. (May be led by a representative of a local service organization, LSIC members and/or school principal)

Step 2: Selection of teams, development of team norms and [contract](http://wveis.k12.wv.us/teach21/cso/upload/UP3396WS2.doc)

Distribute copies of [**Collaboration Rubric**](http://wveis.k12.wv.us/teach21/cso/upload/UP3396WS7.doc) and [**Team Contract**](http://wveis.k12.wv.us/teach21/cso/upload/UP3396WS2.doc).

Step 3: Work session—sharing ideas for projects, deciding how to determine need or interest, etc.

Distribute copies of [**Presentation Rubric**](http://wveis.k12.wv.us/teach21/cso/upload/UP3396WS6.doc) and [**Grade**](http://wveis.k12.wv.us/teach21/cso/upload/UP3396WS5.doc) **5 Informative Writing Rubric**.

Step 4: Work sessions continue—gathering information, selecting project, organizing tasks

Step 5: Milestone: Meet with the teacher to outline project idea and task assignments.

Step 6: Work sessions—preparing materials for presentation—composition, multi-media components, script for oral presentation

Step 7: Milestone: Submit composition to the teacher.

Step 8: Work sessions—Complete presentation materials, finalize plans for presentation.

Step 9: Milestone: Submit supporting materials (multi-media components) to the teacher.

Work sessions—Practice and polish presentation.

Step 10: Presentations

Step 11: Reflections—[**End-of-Project Reflection**](http://wveis.k12.wv.us/teach21/cso/upload/UP3396WS9.doc) and [**Team Effort Reflection**](http://wveis.k12.wv.us/teach21/cso/upload/UP3396WS8.doc)

Step 12: Celebration—announcement of proposals to be implemented schoolwide

Guiding Questions: These questions can be used to help students focus on the different aspects of their project.

How did you determine what needs to be changed in the community?

Why does this change need to occur?

How will the community be affected if this change does not occur?

What impact will this change have on the community itself, the community members, and others?

What exactly needs to be done in order for this change to occur?

Who will be responsible for making this change?

When will this project be completed?

How much will this project cost?

How will the project be funded?

How will this change impact future community members—adults and children?

Grouping:

Students need to work in groups of four. Group members should include someone with leadership skills, someone with strong interpersonal skills, someone with strong written and oral communication skills, and someone with a strong technology background. The teacher should decide if the teams will be determined by the teacher or the students.

The class may want to brainstorm types of improvement projects that might be needed—appearance of buildings, safety, community pride, special activities, recognition of achievements, etc.—then decide which type of project appeals to them most to help them decide which classmates should work together to complete this project.

Classroom Management

Students will need to be able to meet with their groups as needed. They will also need to schedule time to gather information, document needs, interview community members, etc. They will need to be able to schedule conferences with the teacher. They should be encouraged to work independently and problem-solve on their own before asking for assistance.

Work stations or areas for creating multi-media components, preparing the composition, and practicing presentations should be available throughout the project.

Knowledge and skills:

Students need to be aware of the limitations that may be in place that would affect the implementation of their ideas: federal, state, and local laws, community history and traditions, public safety, etc.

Students should be reminded that their proposals must be practical. Students need to remember that community pride is the focus. Costs will be prohibitive for some of their ideas.

Students need to make certain they have support for their ideas. They may want to survey their classmates, interview business owners, and/or talk to community members of all ages.

Students will need to know the five steps of the writing process, how to create multi-media components, how to use word processing tools, and how to communicate effectively.

Use of technology tools:

Students can use computers with Internet access to learn more about community service projects. The web resources listed can help students understand why community service is important, how projects have been organized and completed by students in other communities, and what types of projects have been successful.

Students need to have visual support for the ideas proposed for their social improvements project. They should use technology tools to gather and record that support. They can use digital cameras, Flip video cameras, or iPads/tablets to photograph sites targeted for improvement so that they can point out why that area needs to be improved. They can also use Flip video cameras or iPads/tablets to record interviews with various community members.

Technology tools can also be used to create other visuals such as posters, graphs, and survey results lists. Students should also prepare their informative composition using a word processing program such as Microsoft Word.

Students can use presentation tools such as PowerPoint, Prezi, iMovie, or Windows Movie Maker to help them organize and present their information.

Differentiated Instruction:

Students need to be aware of their learning styles before they begin this project. Each group will need to include someone with leadership skills, someone with technology skills, someone with interpersonal skills, and someone with oral and written communication skills.

Groups can be determined by student interest based on the type of project that might be proposed. They should also include students with varying ability levels. Team members should be willing to offer support and assistance to all members of the team.

Each presentation needs to include a composition that will be presented to the judging panel, a visual aid that was created using technology tools, and an oral presentation that includes examples and illustrations related to the project idea. All team members should take active roles during the presentation. The team should decide how each member will be involved.

Some groups may need some guidance in the selection of the project they would like to propose. The websites listed in the materials section provide ideas for projects. Some also include examples of successful student service projects. Members of local service organizations can be invited to visit the classroom to provide support for the students—helping them plan their projects, sharing ways to get funding, and providing feedback as the students practice their presentations.

Celebration:

Once the proposals have been presented and evaluated by the students and representatives from the local service organization, an assembly can be held to announce which projects will “SIZzle” during the school year. The assembly would recognize the project leaders (proposing team) and adult advisors who will oversee the project. These leaders should then explain how all of the school members will be involved in the project, an anticipated completion date, and the benefits for the community. Time should be allowed for a question and answer session so that students can make certain they understand how they will be involved.

Representatives from the local newspaper should be invited to attend the assembly to take pictures and interview the project leaders. Their support could include an article which details the project and invites the community to participate by providing funding, materials, or labor during the project work dates.

**Project Reflection and Evaluation:**

Students will complete [**End**](http://wveis.k12.wv.us/teach21/cso/upload/UP3396WS9.doc)**-of-Project Reflection** and [**Team Effort Reflection**](http://wveis.k12.wv.us/teach21/cso/upload/UP3396WS8.doc) to share their thoughts about the project—strengths, concerns, and recommendations.

**Team Contract**

**Leadership \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Attitude and Demeanor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**I worked with my team to create this team contract. I agree to follow these terms.**

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**Task Management Chart**

**Team Members:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Work Log**

**Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Day** | **Task** | **Completed?**  **Still in Progress?** | **Comments** |
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**Grade 5 Informative Writing Rubric**

**Aligned to WV College- and Career-Readiness Standards**

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|  | **4**  **Exemplary** | **3**  **Adequate** | **2**  **Partial** | **1**  **Minimal** |
| **Organization and Flow** | The writer examines a topic and conveys ideas and information clearly by providing a clear introduction; by organizing related information logically; by including formatting, relevant graphics, illustrations and multimedia; by using transitional words, phrases and clauses to link ideas within categories; by using precise language and domain-specific vocabulary and by providing a concluding statement or section. | The writer examines a topic and conveys ideas and information clearly by providing a clear introduction, grouping related information logically; by including formatting, relevant illustrations and multimedia; by linking to ideas within categories or information using words, phrases and clauses (e.g., another, for example, etc.), using precise language and domain-specific vocabulary and by providing a concluding statement or section. | The writer examines a topic and conveys ideas and information clearly by providing a clear introduction, grouping related information, including formatting, relevant illustrations and multimedia; by linking to ideas within categories or information using words and phrases (e.g., another, for example, etc.), using precise language and domain-specific vocabulary and by providing a concluding statement. | The writer examines a topic and conveys ideas and information clearly by providing an introduction, grouping related information, including illustrations and multimedia; by linking to ideas or information using words and phrases (e.g., another, for example, etc.), by using domain-specific vocabulary, and by providing a concluding statement. |
| **Content: Topic Development and Support** | The writer develops the topic using a variety of strategies such as including relevant facts, definitions, concrete details, cause and effect, comparisons, quotations or other information and examples. | The writer develops the topic in an interesting manner by including relevant facts, definitions, concrete details, quotations or other information and examples. | The writer develops the topic with facts, definitions, details, quotations or other information and examples related to the topic. | The writer includes facts, definitions, details, quotations or other information and examples related to the topic. |
| **Focus** | The writer’s focus is clear and coherent; there are no unnecessary words or information; above grade level words and phrases are used to convey ideas precisely; figurative language and punctuation are used effectively. | The writer’s focus is clear and coherent, no unnecessary information is included; grade appropriate words and phrases convey ideas precisely; figurative language and punctuation are used effectively. | The writer’s focus is clear and appropriate for the assignment; words and phrases convey ideas precisely; some figurative language is used. | The writer attempts to focus on the assignment by using appropriate words and phrases. |

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| **Language Use** | The writer demonstrates command of the conventions of Standard English grammar and usage by effectively  forming and using the perfect verb tenses (e.g., *I had walked; I have walked; I will have walked*);  using verb tense to convey various times, sequences, states and conditions;  recognizing and correcting inappropriate shifts in verb tense;  using correlative conjunctions (e.g., *either/or, neither/nor*). | The writer demonstrates partial command of the conventions of Standard English grammar and usage when  forming and using the perfect verb tenses (e.g., *I had walked; I have walked; I will have walked*);  using verb tense to convey various times, sequences, states and conditions;  recognizing and correcting inappropriate shifts in verb tense;  using correlative conjunctions (e.g., *either/or, neither/nor*). | The writer demonstrates knowledge of the conventions of Standard English grammar and usage by  forming and using the perfect verb tenses (e.g., *I had walked; I have walked; I will have walked*);  using verb tense to convey various times, sequences, states and conditions;  recognizing and correcting inappropriate shifts in verb tense;  using correlative conjunctions (e.g., *either/or, neither/nor*). | The writer demonstrates some knowledge of the conventions of Standard English grammar and usage when  forming and using the perfect verb tenses (e.g., *I had walked; I have walked; I will have walked*);  using verb tense to convey various times, sequences, states and conditions;  recognizing and correcting inappropriate shifts in verb tense;  using correlative conjunctions (e.g., *either/or, neither/nor*). |
| **Conventions** | The writer uses correct capitalization and punctuation, separates items in a series; uses a comma to set off the words *yes* and *no,* to set off a tag question from the rest of the sentence (e.g., *It’s true, isn’t it?*) and to indicate direct address; uses underlining, quotation marks, or italics to indicate titles of works, and spells grade-appropriate words with insignificant errors that need little or no editing. | The writer uses correct capitalization and punctuation, separates items in a series; uses a comma to set off the words *yes* and *no,* to set off a tag question from the rest of the sentence (e.g., *It’s true, isn’t it?*) and to indicate direct address; uses underlining, quotation marks, or italics to indicate titles of works, and spells grade-appropriate words with few errors that need editing but do not distract from the message. | The writer uses capitalization and punctuation, separates items in a series; uses a comma to set off the words *yes* and *no, to set off* a tag question from the rest of the sentence (e.g., *It’s true, isn’t it?*) and to indicate direct address; uses underlining, quotation marks, or italics to indicate titles of works, and spells grade-appropriate words with errors that need editing. | The writer uses capitalization and punctuation, separates items in a series; uses a comma to set off the words *yes* and *no, to set off* a tag question from the rest of the sentence (e.g., *It’s true, isn’t it?*) and to indicate direct address; uses underlining, quotation marks, or italics to indicate titles of works, and spells grade-appropriate words with frequent and repeated errors that distract from the message. |

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| **Presentation** | **Below Standard** | **At Standard** | **Above Standard** |
| **Knowledge → Comprehension** | **Application → Analysis** | **Evaluation → Synthesis** |
| **Physical Attributes** | * Student does not dress appropriately. * Student does not maintain proper body language. * Student does not maintain eye contact with audience * Student fidgets, hides behind objects, and plays with objects, etc. * Student does not face audience. | * Student dresses appropriately for the presentation. * Student maintains proper body language. * Student maintains eye contact with audience * Student refrains from fidgeting, hiding behind objects, playing with objects, etc. * Student faces audience. | * In addition to the At Standard criteria: * Student dresses to enhance the purpose of the presentation. * Student uses body language to enhance the purpose of the presentation. * Student uses physical space and movements to enhance the purpose of the presentation. |
| 0……………………………………………………..17 | 18………………………………………………………………35 | 36……………………………………………………………………50 |
| **Oral & Verbal Skills** | * Student uses oral fillers (uh, ok, etc.) * Student pronounces words incorrectly. * Student does not speak loudly and clearly. * Student uses tone and pace that obscures communication. * Text contains errors. * Student reads from notes. | * Student uses minimum of oral fillers (uh, ok, etc.) * Student pronounces words correctly and in Standard English. * Student speaks loudly and clearly. * Student speaks at a pace and in a tone that allows clear communication to the audience. * Text displayed during the presentation is free of spelling, usage or mechanical errors. * Student possesses notes but does not read from them. | * In addition to the At Standard criteria: * Student modifies pronunciation of words to enhance presentation. * Student modulates volume and tone to enhance presentation. * Student modulates pace to enhance presentation. * Student uses slang, jargon or technical language to enhance presentation. * Student speaks from memory and makes only passing reference to notes or cards. |
| 0……………………………………………………..17 | 18………………………………………………………………35 | 36……………………………………………………………………50 |
| **Organization & Structure** | * Student does not begin and end on time. * Student does not provide preview/review. * Student does not provide clear and definable opening and closing. * Student does not have all required materials ready. * Student has not practiced presentation. * Student does not demonstrate flexibility. | * Student begins and ends on time. * Student provides preview and review of main ideas. * Student provides clear and definable opening and closing. * Student has all required materials ready for use. * Student has practiced order of presentation. * Student demonstrates flexibility in the face of technical or contextual problems. | In addition to At Standard criteria:   * Student provides written notes, brochures, overviews, etc. * Student creates an opening that is engaging (provides a hook for audience) and a closing that re-enforces key understandings. * Student demonstrates planning for technical and contextual problems. |
| 0……………………………………………………..17 | 18………………………………………………………………35 | 36……………………………………………………………………50 |
| **Technical Attributes** | * Student use of display boards, presentation software, websites, audio, video, etc., distract audience from the content and purpose of presentation. * Student does not demonstrate care in creation, including editing, proofreading, finishing. | * Student use of display boards, presentation software, websites, audio, video, etc. does not distract audience from the content and purpose of the presentation. * Student demonstrates care in creation, including editing, proofreading, finishing. | In addition to At Standard criteria:   * Student uses advanced features and utilities of presentation software, creates web-enabled presentations, creates non-linear presentation , and uses audio, video, movie maker programs, webpage design software, etc. to enhance the purpose of the presentation. * Student uses advanced features of word processing software, i.e. outline, table of contents, index feature, draw tool, headers and footers, hyperlinks to other file formats to enhance presentation. |
| 0……………………………………………………..17 | 18………………………………………………………………35 | 36……………………………………………………………………50 |
| **Response to Audience** | * Student does not provide appropriate oral responses to audience questions, concerns, comments. * Student does not adapt the presentation based on questions, concerns or comments from audience. | * Student provides appropriate oral responses to audience questions, concerns, comments. * Student makes minor modifications to the presentation based on questions, concerns or comments from audience. | In addition to At Standard criteria:   * Student incorporates audience questions, comments and concerns into the presentation. * Student displays willingness and ability to move away from the script/plan and modify presentation based on audience response. |
| 0……………………………………………………..17 | 18………………………………………………………………35 | 36……………………………………………………………………50 |

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| **Collaboration** | **Below Standard** | **At Standard** | **Above Standard** |
| **Leadership** | * Student plays a passive role, * Student generates few new ideas * Student tends to only do what they are told to do by others. | * Student plays an active role in generating new ideas. * Student takes initiative in getting tasks organized. * Student delegates responsibilities when required. * Student keeps group/class on task and on schedule. * Student understands and articulates goals of class/group. * Student accepts responsibilities for his or her actions and the actions of the group. | In addition to meeting the criteria for At Standard, the:   * Student thoughtfully organizes and divides the work between group members. * Student monitors progress toward group goal. * Student adapts easily to changes in the task or group. |
| 0……………………………………………………..17 | 18………………………………………………………………35 | 36……………………………………………………………………50 |
| **Cooperation** | * Student does not willingly follow directions. * Student vocalizes intense opposition to group or classroom goals. * Student does not comply with group, classroom and community rules. | * Student follows directions from group leaders, group members and adults who take the lead or offer assistance. * Student expresses the ability in words and deeds to adapt to the goals of the group, even when those goals may be different than their own. * Student complies with group, classroom and community rules. | In addition to meeting the criteria for At Standard, the:   * Student encourages cooperation through words and actions. * Student creates or initiates procedures (or activities) that encourage cooperation. * Student willingly switches roles in group or classroom as required by the situation. |
| 0……………………………………………………..17 | 18………………………………………………………………35 | 36……………………………………………………………………50 |
| **Attitude & Demeanor** | * Student does not display positive attitude in words, expression or body language * Student does not provide positive feedback. * Student does not dress, act or respond appropriately to the task at hand. | * Student displays positive attitude toward individual and group tasks in words, expression and body language * Student provides positive feedback to peers and adults * Student dresses, acts and responds appropriately to the task at hand. | In addition to meeting the criteria for At Standard, the:   * Student models appropriate speech, behavior, clothing,, etc. even at the risk of breaking peer norms. * Student goes out of their way to encourage positive behavior and attitude. |
| 0……………………………………………………..17 | 18………………………………………………………………35 | 36……………………………………………………………………50 |
| **Facilitation & Mediation** | * Student is passive in the face of individual or group conflict. * Student encourages discord. * Student does not seek or encourage facilitation or mediation of conflict. | * Student seeks to resolve conflicts between individuals or groups by listening to both sides. * Student encourages peers and adults to listen to each other. * Student never attempts to cause conflict by false reporting. * Student only engages in private side conversations when attempting to reduce discord. * Student is willing to accept facilitation or mediation in the event they are involved in a conflict. | In addition to meeting the criteria for At Standard, the:   * Student serves as facilitator or mediator between groups or individuals. * Student volunteers to find resources or schedule meetings between individuals or groups in conflict. * Student, alone or in concert with other students or adults, initiates activities that further harmony between individuals or groups. |
| 0……………………………………………………..17 | 18………………………………………………………………35 | 36……………………………………………………………………50 |
| **Empathy** | * Student does not express empathy for the feelings of others. * Student displays a lack of awareness or disregard for diversity. * Student is locked into one view of issue(s). | * Student expresses empathy for the feelings of others through words, body language or deeds. * Student displays awareness of diversity and the needs of different ethnic/social/religious groups. * Student demonstrates ability to look at issues from multiple points of view. | In addition to meeting the criteria for At Standard, the:   * Student engages in action that makes the emotional comfort of others a primary concern. * Student attempts to broaden group activities to be more inclusive. |
| 0……………………………………………………..17 | 18………………………………………………………………35 | 36……………………………………………………………………50 |

**Team Effort Reflection**

List the names of the members of your team.

Tell whether or not you would recommend each person for your team on the next project.

Explain your reasons.

Be sure to include yourself in the list.

Do not share your responses with anyone except the teacher.

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| **Team Member** | **Recommendation** | **Reasons** |
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**End-of-Project Reflection**

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| **What were the tasks that needed to be completed for this project?** |  |
| **What is the most important thing you learned during this project?** |  |
| **What was the most enjoyable part of this project?** |  |
| **What was the least enjoyable part of this project?** |  |
| **What should be changed to make this project better for the next group?** |  |