

Rubric for Information, Support and Strategies for Educators

Task Description: In groups of three, you will research a topic and select appropriate information. Project may be in the form of a brochure, pamphlet, poster or newsletter. Include the following information:

- Name and description of the topic
- Guidelines for educators working with children, including those with special needs
- Listing of support groups for parents
- Instructional strategies for teaching children within your topic area
- Supplemental educational services
- Tips for helping parents manage the special needs child

Criteria	weight	4 – Exemplary	3 – Accomplished	2 – Developing	1 – Beginning
Cooperation	25%	<input type="checkbox"/> Assigns a clearly defined role; group members perform roles effectively <input type="checkbox"/> Always considers all views and helps team to reach fair decision <input type="checkbox"/> Group tries to solve its problems by itself without seeking outside help	<input type="checkbox"/> Assigns roles, but roles are not clearly defined or consistently adhered to <input type="checkbox"/> Usually considers all views and helps team to reach fair decision <input type="checkbox"/> Group seldom solves its problems as a team and asks classmates or teacher for help	<input type="checkbox"/> Assigns roles, but roles are not adhered to <input type="checkbox"/> Often sides with friends instead of considering all views <input type="checkbox"/> Do they settle the problem or give up easily?	<input type="checkbox"/> No effort made to assign roles to group members <input type="checkbox"/> Acts as cliques or individuals rather than group <input type="checkbox"/> Little attempt to solve problems; gives up easily
Organization	25%	<input type="checkbox"/> Takes initiative in helping the group get organized and setting times and places to meet <input type="checkbox"/> Product is extremely well organized with an introduction, body and conclusion	<input type="checkbox"/> Works agreeably with partner(s) concerning organization and times and places to meet <input type="checkbox"/> Product is organized with an introduction, body and conclusion	<input type="checkbox"/> Can be coaxed into meeting with other partner(s) <input type="checkbox"/> Somewhat organized ideas; not presented in sequence	<input type="checkbox"/> Did not meet partner(s) at agreed times or places <input type="checkbox"/> Lack of organization; choppy and confusing; format difficult to follow

Name _____ Period _____ Date _____

Research	25%	<input type="checkbox"/> Collects and contributes accurate content <input type="checkbox"/> Goes above and beyond to research information	<input type="checkbox"/> Collects and contributes mostly accurate content <input type="checkbox"/> At times, takes initiative to find extra information	<input type="checkbox"/> Collects and contributes somewhat accurate content <input type="checkbox"/> Uses only materials provided	<input type="checkbox"/> Collects and contributes inaccurate content <input type="checkbox"/> Does not utilize resources effectively
Member Responsibility	25%	<input type="checkbox"/> Provides many ideas for the assignment <input type="checkbox"/> Clearly communicates desires, ideas, personal needs and feelings <input type="checkbox"/> Listens and speaks a fair amount	<input type="checkbox"/> Participates in discussions about the assignment <input type="checkbox"/> Usually shares opinions and thoughts with other partner(s) <input type="checkbox"/> Listens, but sometimes talks too much or too little	<input type="checkbox"/> Listens to others; on some occasions, makes suggestions <input type="checkbox"/> Rarely expresses feelings or preferences <input type="checkbox"/> Usually does most of the talking, rarely allowing others to speak; or seldom talks, allowing others to dominate	<input type="checkbox"/> Seems bored with conversations about the assignment <input type="checkbox"/> Never/almost never speaks up <input type="checkbox"/> Monopolizes conversation and does not allow others to speak; or does not contribute to group discussions

Assignment Score _____ + Beyond/Bonus _____ = Final Score _____