

Rubric for Protecting Children Online Project

Task Description: Students work in groups of two to research how to protect children online. The following information should be included:
 * Tips and ideas for getting the word out about online safety
 * Protecting children's information
 * Cyberbullying and online harassment
 * How to share with care
 * Interact with manners

| Criteria | weight | 4 – Exemplary | 3 – Accomplished | 2 – Developing | 1 – Beginning |
|---------------------|--------|--|---|---|--|
| Cooperation | 25% | <input type="checkbox"/> Does a full share of work or more <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"/> Never argues with teammates <input type="checkbox"/> Group tries to solve its problems by itself without seeking outside help | <input type="checkbox"/> Does an equal share of work <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"/> Rarely argues <input type="checkbox"/> Group seldom solves its problems as a team and asks classmates or teacher for help | <input type="checkbox"/> Does almost as much work as others <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"/> Sometimes argues <input type="checkbox"/> Group settles problems and gives up easily | <input type="checkbox"/> Does less work than other group members <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"/> Arguments within group <input type="checkbox"/> Little attempt to solve problems; gives up easily |
| Organization | 20% | <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"/> Has realistic, prioritized, and measurable goals <input type="checkbox"/> Highly productive in accomplishing assignment | <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"/> Goals are established, but some are too general <input type="checkbox"/> Accomplished basic assignment | <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"/> Goals not clearly defined <input type="checkbox"/> Barely accomplishes the job | <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 <input type="checkbox"/> No goals established <input type="checkbox"/> Does not accomplish assignment |

Name _____ Period _____ Date _____

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|------------------------------|-----|---|---|---|---|
| Research | 25% | <input type="checkbox"/> Collects and contributes accurate content <input type="checkbox"/> Goes above and beyond to research information <input type="checkbox"/> Communicates and shares all information with the group <input type="checkbox"/> Always does the assigned work without having to be reminded | <input type="checkbox"/> Collects and contributes mostly accurate content <input type="checkbox"/> At times, takes initiative to find extra information <input type="checkbox"/> Shares information with the group <input type="checkbox"/> Usually does the assigned work; rarely needs reminding | <input type="checkbox"/> Collects and contributes somewhat accurate content <input type="checkbox"/> Uses only materials provided <input type="checkbox"/> Shares some information with the group <input type="checkbox"/> Rarely does the assigned work; often needs reminding | <input type="checkbox"/> Collects and contributes inaccurate content <input type="checkbox"/> Does not utilize resources effectively <input type="checkbox"/> Keeps information to self; does not share with group <input type="checkbox"/> Relies on others to do the work |
| Member Responsibility | 30% | <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"/> Each team member is treated with respect and is encouraged <input type="checkbox"/> Hands in all assignments on time | <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"/> Often encourages and respects team members <input type="checkbox"/> Hands in most assignments on time | <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"/> Some members are not encouraged or respected <input type="checkbox"/> Hands in most assignments late | <input type="checkbox"/> Seems bored with conversations about the assignment <input type="checkbox"/> Never/almost never spoke up <input type="checkbox"/> Monopolized conversation; does not allow others to speak <input type="checkbox"/> Does not respect or encourage other members <input type="checkbox"/> Does not hand in some/all assignments |

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