

Name: _____

Group Members: _____

Lewis and Clark Expedition

Items	Individual	Group
Rope		
Axe		
Soap		
Knife		
Hat		
Animal Trap		
Journal		
Blanket		
Matches		
Canteens		

Paragraph Writing: **America Doubled**

Teacher name: Mrs. Raley

Student Name _____

CATEGORY	Excellent	Good	Satisfactory	Needs Improvement
Focus on Assigned Topic	The entire paragraph is related to the assigned topic and allows the reader to understand much more about the topic.	Most of the paragraph is related to the assigned topic. The paragraph wanders off at one point, but the reader can still learn something about the topic.	Some of the paragraph is related to the assigned topic, but a reader does not learn much about the topic.	No attempt has been made to relate the paragraph to the assigned topic.
Accuracy of Facts	All facts presented in the paragraph are accurate.	Almost all facts presented in the paragraph are accurate.	Most facts presented in the paragraph are accurate (at least 70%).	There are several factual errors in the paragraph.
Organization	The paragraph is very well organized. One idea follows another in a logical sequence with clear transitions.	The paragraph is pretty well organized. One idea may seem out of place. Clear transitions are used.	The paragraph is a little hard to follow. The transitions are sometimes not clear.	Ideas seem to be randomly arranged.

America Doubled

Cooperative Learning Project Rubric A: Process

Name: _____

Date: _____

Class: _____

	Exceptional	Admirable	Acceptable	Amateur
Group Participation	All students enthusiastically participate	At least 3/4 of students actively participate	At least half the students confer or present ideas	Only one or two persons actively participate
Shared Responsibility	Responsibility for task is shared evenly	Responsibility is shared by most group members	Responsibility is shared by 1/2 the group members	Exclusive reliance on one person
Quality of Interaction	Excellent listening and leadership skills exhibited; students reflect awareness of others' views and opinions in their discussions	Students show adeptness in interacting; lively discussion centers on the task	Some ability to interact; attentive listening; some evidence of discussion or alternatives	Little interaction; very brief conversations; some students were disinterested or distracted
Roles Within Group	Each student assigned a clearly defined role; group members perform roles effectively	Each student assigned a role but roles not clearly defined or consistently adhered to	Students assigned roles but roles were not consistently adhered to	No effort made to assign roles to group members