**Unit 2 Deep Learning Task Rubrics  
Name:   
Connect Group:**

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| **Collaboration  Checklist** | | | | | |
|  | **Well Above Level** | **Above Level** | **Expected Level** | **Below Level** | **Well Below Level** |
| **Knowledge of their own and others role within the group** | I can dynamically change roles within the group depending on my strengths and weaknesses as well as the strengths and weaknesses of my team. | I can support others to take into account my strengths and weaknesses as well as the strengths and weaknesses of my team when allocating roles. | I can take into account my strengths and weaknesses as well as the strengths and weaknesses of my team when allocating roles. | I can take on a positive role within a group. | At times I can work positively in a group. |
| **Use of strategies to engage team members** | I can support individuals to find their strengths in order to engage them in working towards the  team’s goals. | I can work with my team members to ensure everyone is contributing productively and to their strengths. | I can work with my team members to ensure everyone is contributing productively. | I can work with my team to delegate tasks. | I can tell my team members to do something. |
| **Ability to monitor the groups progress in relation to success criteria and completion of set tasks.** | I can use a range of strategies to ensure we reach our goal to the best of our ability. | I can use a range of  strategies  to ensure we  reach our goal. | I can use strategies to monitor my groups progress to ensure we complete tasks. | With assistance from a teacher, I can monitor my group to ensure we complete a task. | With assistance from a teacher, I can complete some aspects of a task. |
| **Display of supportive and cooperative behaviours** | I support others to be respectful, encouraging and positive group members to ensure they are engaged in the goals we are working towards. | I am respectful, encouraging and positive towards my group members to ensure they are engaged in the goals we are working towards. | I am respectful, encouraging and positive towards my group members. | At times I  am respectful, encouraging and positive towards my group members. | With assistance from the teacher, I can have moments where I am respectful, encouraging and positive towards my group members. |
| **Reflection of team performance and identify areas for improvement.** | I can reflect on the positives and negatives of my group's performance and apply this reflection to future situations. | I can reflect on the positives and propose strategies to improve the negatives of my groups performances. | I can reflect on the positive and negatives of my group’s performance. | I can highlight more than one area that my group did well in and that my group needs to improve on. | I can highlight one negative or positive area for my group. |

**What I notice about the video:**

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-** **Self Reflection on Collaboration Task (To be completed by yourself)**

**Finish these sentences while reflecting on the video.**

1. Watching the video I noticed I….  
  
  
2. Watching the video I noticed that others…

3. When working collaboratively my strength is… (pick one of the following)

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| **Knowledge of their own and others role within the group** |
| **Use of strategies to engage team members** |
| **Ability to monitor the groups progress in relation to success criteria and completion of set tasks.** |
| **Display of supportive and cooperative behaviours** |
| **Reflection of team performance and identify areas for improvement.** |

4. I know this because in the video…  
  
   
5. When working collaboratively my area to improve on is… (pick one of the following)

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| **Knowledge of their own and others role within the group** |
| **Use of strategies to engage team members** |
| **Ability to monitor the groups progress in relation to success criteria and completion of set tasks.** |
| **Display of supportive and cooperative behaviours** |
| **Reflection of team performance and identify areas for improvement.** |

6. I know this because in the video…

7. To improve on this I am going to…

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| **Research Skills** | | | | | |
|  | **Well Above Level** | **Above Level** | **Expected Level** | **Below Level** | **Well Below Level** |
| **Ability to collect a range of information from a range of sources.** | I can collect information from two different types of sources and cite the relevant information about these sources using a consistent referencing style. | I can collect information from two different types of sources and cite the relevant information about these sources. | I can collect information from two different types of sources and cite some information about these sources. | I can collect information from a range of sources and cite some information about these sources. | I can collect information from a source. |
| **Make accurate judgements about worth and reliability of the source of information** | I can use reliable and credible sources to present accurate information that is relevant to the task. | I can use reliable and credible sources to collect relevant information. | I can use reliable sources to collect appropriate information. | I can use a relevant source to collect relevant information. | I can use a source to collect information. |
| **Develop opinions or arguments using supporting evidence  to develop concepts, solve problems and make decisions.** | I can use information collected to present a contention and all supporting arguments and ideas. | I can use information collected to present a contention and supporting arguments. | I can use information collected to present a contention. | I can information collected to support some ideas. | I can information collected to support an ideas. |

**What I notice about my research task:**

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| Feedback | What **evidence** do you have to support this? | Why is this **beneficial**? (Explain why it’s a good thing they did this.) |
| EXMAPLE:  You used a great range of sources. | You reference 4 different websites and note these sources in your bibliography. | It means that your information is more accurate as it’s from more than one source. |
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| Feedforward | What **evidence** do you have to support this? | How could they **improve** this? (What is a strategy they could use to improve this?) |
| EXAMPLE:  You need to make sure you paraphrase your information | The words and sentences in second paragraph are taken | You could read the information you want to use carefully and take the main idea and then rewrite it in your own words. |
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**Peer Feedback for Research Task (To be completed by a peer)**