



Google Slides: Collaboration in the Classroom

Paul Collins

College and Career Readiness Anchor Standards (K-12)

<u>Reading</u>	<u>Writing</u>	<u>Speaking & Listening</u>	<u>Language</u>
<p>2. Determine central ideas or themes. . . summarize key supporting details and ideas.</p>	<p>4. Produce clear and coherent writing . . . appropriate to task, purpose, & audience.</p>	<p align="center">First 3 are “Comprehension and COLLABORATION”</p>	<p>1. Demonstrate command of the conventions of standard English . . .</p>
<p>3. Analyze how and why individuals, events, and ideas develop & interact over the course of a text.</p>	<p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning. . .</p>	<p>3. Apply knowledge of language to understand how language functions in different contexts. . .</p>
<p>7. Integrate and evaluate content presented in diverse media and formats . . .</p>	<p>6. Use technology . . . to produce and publish writing and to interact and <i>COLLABORATE</i> with others.</p>	<p>5. Make strategic use of digital media and visual displays to express information. . .</p>	<p>6. Adapt speech to a variety of contexts . . . demonstrating command of formal English. . .</p>

ELA/Literacy Idaho Core Key Shifts



Shift One:

Students will build knowledge and academic language through a balance of content rich, complex nonfiction and literary texts.



Shift Two:

Students will participate in Reading/Writing/Speaking that is grounded in evidence from the text, across the curriculum.



Shift Three:

Students will use digital resources strategically to conduct research and create and present material in oral and written form.



Shift Four:

Students will collaborate effectively for a variety of purposes while also building independent literacy skills.



Name: _____

PowerPoint Project: 6 points

Criteria	2	1.5	1	.5	Score:
Content and organization	All content throughout the presentation is accurate. There are no factual errors. Information is organized in a clear, logical way.	Most of the content is accurate but there is one piece of information that is inaccurate. Most information is logically sequenced.	There are a few facts that are inaccurate. Some information is logically sequenced.	Content is typically confusing and/or contains multiple factual errors.	
Spelling and Grammar, Text fonts and sizes	Presentation has no misspellings or grammatical errors. Font formats (colors, sizes, bold, italic, etc) have been carefully planned to enhance readability and content.	Presentation has 1-2 misspellings or grammatical errors. Font formats enhance readability, but there is little variety.	Presentation has 3-4 grammatical errors or misspellings. Font formatting supports the content, but it is a hard to read (color, style size). There is little variety.	Presentation has more than 5 grammatical and/or spelling errors. Font formatting makes it very difficult to read the material. There is no variety.	
Overall Design: Background, Transitions, Graphics, Images, Transitions	Backgrounds do not detract from text or other graphics and are relevant. All graphics are attractive (size and colors) and support the theme/content of the presentation. Transitions and animations contribute to the effectiveness of the presentation	Most backgrounds do not detract from text or other graphics. Some color choices make text hard to read. A few graphics are not relevant. Transitions/animations block text or distract.	Several backgrounds detract from text or other graphics. Color choices make text hard to read. Most graphics are not relevant. There are few transitions and animations or they are distracting.	Backgrounds make it difficult to see text or compete with other graphics on the page. Color choices make text hard to read. Graphics do not add to the quality of the presentation. There are no transitions and animations OR the transitions and animations are very distracting.	
Total Score:					

Attach Peer Presentation Rubric:

Name of Presenter: _____

Report: _____

Peer Presentation Rubric

You will assess the presenter with 2 other people. Give each criterion a score and then **total the score column**.
The scores will be averaged and halved, then will be added onto the project's final score.

	Score (1-3)	Teacher Space ONLY
Content (how relevant is the material?)		Presentation Score: _____
Organization (is your material in a logical order?)		
Eye Contact (are you acknowledging your audience?)		
Voice (volume and tone at proper level?)		
Total		

Name of Presenter: _____

Report: _____

Peer Presentation Rubric

You will assess the presenter with 2 other people. Give each criteria a score and then **total the score column**.
The scores will be averaged and halved, then will be added onto the project's final score.

	Score (1-3)	Teacher Space ONLY
Content (how relevant is the material?)		
Organization (is your material in a logical order?)		
Eye Contact (are you acknowledging your audience?)		
Voice (volume and tone at proper level?)		
Total		

Name of Presenter: _____

Report: _____

Peer Presentation Rubric

You will assess the presenter with 2 other people. Give each criteria a score and then **total the score column**.
The scores will be averaged and halved, then will be added onto the project's final score.

	Score (1-3)	Teacher Space ONLY
Content (how relevant is the material?)		
Organization (is your material in a logical order?)		
Eye Contact (are you acknowledging your audience?)		
Voice (volume and tone at proper level?)		
Total		