**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Mentor-Mentee Concept Map – 100 Points**

**Mentor-Mentee members:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Topic of interest:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Group’s Essential Question: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| --- | --- | --- | --- | --- |
| **Map Element** | **Excellent (20 points)** | **Good (17 points)** | **Basic (15 points)** | **Unsatisfactory (13 points)** |
| 1. Organization
 | Map is clear, well organized, & easy to understand. Student used logical and easy to follow coding system. The research question is also stated accurately in the center of the map. | Map is organized & easy to follow most of the time. The research question is accurately stated in the center of the map. | Map is somewhat organized but is not always easy to understand, and/or the research question is not accurately stated in the center of the map. | Map is not clear, organized, nor easy to understand, and/or the map does not include the research question. |
| 1. Key Factors: this can also be thought of as main ideas. So, think of this as sub-topics of your main topic
 | Map clearly includes many different factors that contribute to the topic. **Map contains 5 or more distinct & sophisticated main ideas.** | Map clearly includes many different factors that contribute to the topic. **Map contains 4 distinct main ideas.** | Map shows some different factors that contribute to the topic. **Map contains 3 main ideas.** | Map shows few factors that contribute to the map. **Map contains 1-2 main ideas.** |
| 1. Evidence: details that demonstrate the main ideas
 | Map provides **extensive** **detailed/specific** evidence for EACH MAIN IDEA – things like statistics, anecdotes, quotes, information that answers who, what, why, where, when (5Ws). Each main idea has 5 or more pieces of evidence. Evidence is not repeated.  | Map provides detailed**/specific** evidence for EACH MAIN IDEA – things like statistics, anecdotes, quotes, information that answers who, what, why, where, when (5Ws). Each main idea has 4 pieces of evidence. Evidence is not repeated. | Map provides a **mix of general detailed/specific** evidence for EACH MAIN IDEA – things like statistics, anecdotes, quotes, information that answers who, what, why, where, when (5Ws). Each main idea has 3 pieces of evidence. Evidence may be repeated. | Map provides **general** evidence for EACH MAIN IDEA. Evidence may be unclear, repeated, or very general. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Map Element** | **Excellent (16.5 points)** | **Good (14 points)** | **Basic (12 points)** | **Unsatisfactory (11 points)** |
| **Relationships**Lines with arrow heads show an influence & must be explained. One or two-word label is not an explanation. | At least 4 links exist in the map & all the links contain explanations showing an INFLUENCE between 2 different MAIN IDEAS.  | At least 3 links exist in the map & all the links contain explanations showing an INFLUENCE between 2 different MAIN IDEAS.  | At least 2 links exist in the map & both links contain explanations showing an INFLUENCE between 2 different MAIN IDEAS.  | At least 1 link exist in the map contains an explanation showing an INFLUENCE between 2 different MAIN IDEAS.  |
| 1. Grammar
 | Map follows the rules of grammar all the time.  | Map follows the rules of grammar most of the time. | Map follows the rules of grammar some of the time. | Map follows the rules of grammar very few times. |

Student’s assessment (**check marks**) Total \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Teacher’s assessment (**circles**) Total \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**NOTE: If an element is completely missing, it will be awarded ZERO points.**

**Mentor-Mentee Relationship: Rate the effectiveness of your mentor-mentee group using the chart below. Check the column that best describes the group during this learning unit. (**This component does not factor into the numeric assessment—it “doesn’t count” kids!) It is intended to give students a time to reflect on the working & learning effectiveness of the group.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Excellent** | **Good** | **Basic** | **Undeveloped** |
| **Group Work** | 1. All group members **always** followed the group expectations
2. If there were difficulties within the group, the group was **able to resolve** the issue & continue learning.
3. Group **always** referred to Mentor-Mentee Rules to guide the group and enhance learning.
 | 1. All group members **usually** followed the group expectations
2. If there were difficulties within the group, the group was able to resolve the issue & continue learning **most of the time**.
3. Group **frequently** referred to Mentor-Mentee Rules to guide the group and enhance learning.
 | 1. Group members followed the group expectations **sometimes**.
2. If there were difficulties within the group, the group had **difficulty resolving** the issue & continue learning.
3. Group **rarely** referred to Mentor-Mentee Rules to guide the group and enhance learning.
 | 1. Group **members did not** follow the group expectations.
2. If there were difficulties within the group, the group **rarely resolved the issue** & continue learning.
3. Group **did not refer to Mentor-Mentee Rules** to guide the group and enhance learning.
 |
| **Learning of lucidchart & noodletools** | I have a **strong** understanding of Lucidchart & Noodletools & feel confident that I can use these tools **on my own.** | I have a **good** understanding of Lucidchart & Noodletools & feel confident that I can use these tools with **very little help.** | I have a **basic** understanding of Lucidchart & Noodletools but I feel I will **still need help using the tools.** | I **don’t understand** how to use Lucidchart & Noodletools at all. I need **more time working with a partner on how to use this tool.** |

Parent signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_