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| COLLABORATION RUBRIC  (for grades 6-12; CCSS ELA aligned) | | | | |
| *Individual*  *Performance* | **Below Standard** | **Approaching Standard** | **At Standard** | **Above Standard**  ü |
| **Takes Responsibility for Oneself** | • is not prepared, informed, and ready to work with the team  • does not use technology tools as agreed upon by the team to communicate and manage project tasks  • does not do project tasks  • does not complete tasks on time  • does not use feedback from others to improve work | • is usually prepared, informed, and ready to work with the team  • uses technology tools as agreed upon by the team to communicate and manage project tasks, but not consistently  • does some project tasks, but needs to be reminded  • completes most tasks on time  • sometimes uses feedback from others to improve work | • is prepared and ready to work; is well informed on the project topic and cites evidence to probe and reflect on ideas with the team (CC 6-12.SL.1a)  • consistently uses technology tools as agreed upon by the team to communicate and manage project tasks  • does tasks without having to be reminded  • completes tasks on time  • uses feedback from others to improve work |  |
| **Helps the Team** | • does not help the team solve problems; may cause problems  • does not ask probing questions, express ideas, or elaborate in response to questions in discussions  • does not give useful feedback to others  • does not offer to help others if they need it | • cooperates with the team but may not actively help it solve problems  • sometimes expresses ideas clearly, asks probing questions, and elaborates in response to questions in discussions  • gives feedback to others, but it may not always be useful  • sometimes offers to help others if they need it | • helps the team solve problems and manage conflicts  • makes discussions effective by clearly expressing ideas, asking probing questions, making sure everyone is heard, responding thoughtfully to new information and perspectives (CC 6-12.SL.1c)  • gives useful feedback (specific, feasible, supportive) to others so they can improve their work  • offers to help others do their work if needed |  |
| **Respects Others** | • is impolite or unkind to teammates (may interrupt, ignore ideas, hurt feelings)  • does not acknowledge or respect other perspectives | • is usually polite and kind to teammates  • usually acknowledges and respects other perspectives and disagrees diplomatically | • is polite and kind to teammates  • acknowledges and respects other perspectives; disagrees diplomatically |  |
| *Team Performance* | **Below Standard** | **Approaching Standard** | **At Standard** | **Above Standard**  ü |
| **Makes and Follows Agreements** | • does not discuss how the team will work together  • does not follow rules for collegial discussions, decision-making and conflict resolution  • does not discuss how well agreements are being followed  • allows breakdowns in team work to happen; needs teacher to intervene | • discusses how the team will work together, but not in detail; may just “go through the motions” when creating an agreement  • usually follows rules for collegial discussions, decision-making, and conflict resolution  • discusses how well agreements are being followed, but not in depth; may ignore subtle issues  • notices when norms are not being followed but asks the teacher for help to resolve issues | • makes detailed agreements about how the team will work together, including the use of technology tools  • follows rules for collegial discussions  (CC 6-12.SL.1b), decision-making, and conflict resolution  • honestly and accurately discusses how well agreements are being followed  • takes appropriate action when norms are not being followed; attempts to resolve issues without asking the teacher for help |  |
| **Organizes**  **Work** | • does project work without creating a task list  • does not set a schedule and track progress toward goals and deadlines  • does not assign roles or share leadership; one person may do too much, or all members may do random tasks  • wastes time and does not run meetings well; materials, drafts, notes are not organized (may be misplaced or inaccessible) | • creates a task list that divides project work among the team, but it may not be in detail or followed closely  • sets a schedule for doing tasks but does not follow it closely  • assigns roles but does not follow them, or selects only one “leader” who makes most decisions  • usually uses time and runs meetings well, but may occasionally waste time; keeps materials, drafts, notes, but not always organized | • creates a detailed task list that divides project work reasonably among the team (CC 6-12.SL.1b)  • sets a schedule and tracks progress toward goals and deadlines (CC 6-12.SL.1b)  • assigns roles if and as needed, based on team members’ strengths (CC 6-12.SL.1b)  • uses time and runs meetings efficiently; keeps materials, drafts, notes organized |  |
| **Works as a Whole Team** | • does not recognize or use special talents of team members  • does project tasks separately and does not put them together; it is a collection of individual work | • makes some attempt to use special talents of team members  • does most project tasks separately and puts them together at the end | • recognizes and uses special talents of each team member  • develops ideas and creates products with involvement of all team members; tasks done separately are brought to the team for critique and revision |  |

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