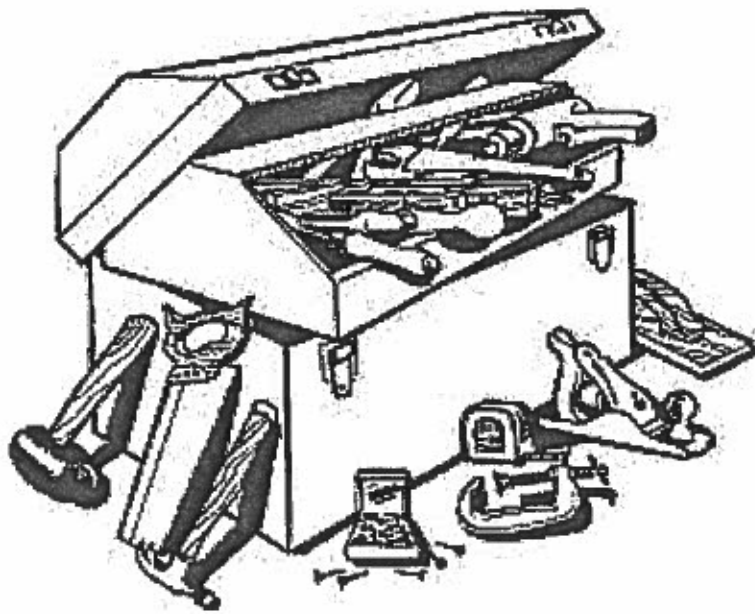


# Group Work Tool Kit



Freyja Bergthorson  
Seneca Ridge Middle School  
Loudoun Creates Workshop  
November 2, 2015

## **Benefits of group work**

**Good group work has great potential for the following reasons:**

- **Students are encouraged to become active rather than passive learners by developing collaborative and co-operative skills, and lifelong learning skills.**
- **It encourages the development of critical thinking skills.**
- **It requires the establishment of an environment of support, trust and co-operative learning can be nurtured.**
- **It promotes student learning and achievement.**
- **Students have the opportunity to learn from and to teach each other.**
- **Deep rather than surface approaches to learning are encouraged.**
- **It facilitates greater transfer of previous knowledge and learning.**
- **The focus is on student centred approach to teaching and learning, and assessment.**
- **Students are involved in their own learning.**
- **It enhances social skills and interactions.**
- **Learning outcomes are improved.**
- **Large numbers of students can be catered for and work on task simultaneously.**
- **Interaction and co-operation on a micro scale is facilitated thus decreasing a sense of isolation felt by some.**
- **Quiet students have an opportunity to speak and be heard in small groups thus overcoming the anonymity and passivity associated with large groups.**
- **Teaching, learning and assessment options are increased.**
- **Teaching effectiveness and efficiency increases, and as a result there is increased enjoyment of teaching by staff (and students).**
- **Students get the chance to work on large projects (larger in scope or complexity than individual tasks).**
- **Students from diverse backgrounds are provided with the opportunity to be heard, share experiences and skills, and to participate in unique ways (may provide a new perspective).**
- **It can save time and requires a shared workload.**
- **Alternative ideas and points of view can be generated.**
- **It provides a structured learning experience that can prepare students for the realities and diversity of the workplace, working with people with different skills, cultures, approaches and from different places.**
- **Students develop and practice skills in: decision making, problem solving, values clarification, communication, critical thinking, negotiation, conflict resolution, and teamwork.**
- **The opportunity exists to nurture and develop Graduate Student Attributes.**
- **It makes the Unit of Study challenging, interesting, motivating, engaging, and fun (for everyone)!**

# Project Daily Log Sheet

Name: \_\_\_\_\_

Briefly meet with your group at the beginning of class. Discuss what needs to be done today, and divide this into tasks which can be completed by each group member. Be sure you **fully understand** what your tasks / goals are for today.

My goals / tasks for today

---



---



---

If I complete my task early I will

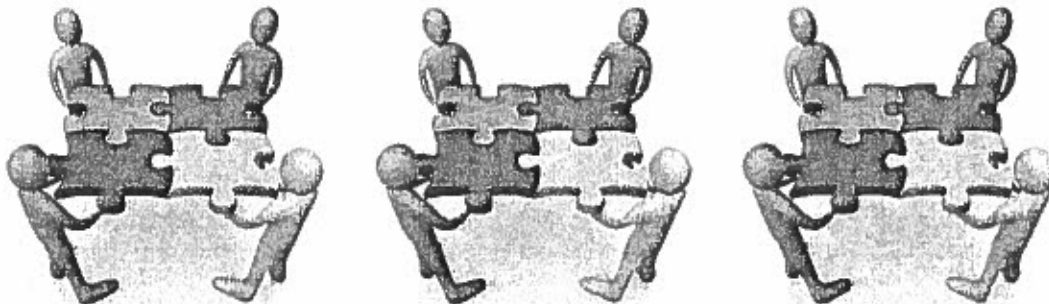
---

Self assessment - complete this chart as accurately as possible at the end of the period

Target Behaviors	4	3	2	1
I remained on task and away from other groups (4=at all times, 3=most of the time, 2=some of the time, 1= the teacher needed to remind me)				
I worked effectively with my group (listened to others, offered ideas respectfully, took responsibility without dominating) (4=at all times, 3=most of the time, 2=some of the time, 1= the teacher or group member needed to remind me)				
My efforts today represent the best I can do in terms of quality and quantity of work produced. (4=completely, 3=mostly, 2=I could have done better/more, 1= I rushed to complete my task/didn't budget time effectively)				
I was able to problem-solve and self-advocate when I experienced difficulty (4=yes/does not apply, 3=yes, but not immediately, 2=I got stuck and didn't know what to do, 1=I got stuck and was unable to complete my tasks)				
I was respectful of the needs of others (used a quiet voice & appropriate behavior) (4=at all times, 3=most of the time, 2=some of the time, 1= the teacher or group member needed to remind me)				

I experienced technical difficulty today (explain what you did promptly to resolve the problem)

What are you most proud of from your efforts today?



Target Behaviors (Group Evaluation) Write names in boxes to right.				
He / she remained on task and away from other groups (4=at all times, 3=most of the time, 2=some of the time, 1= the teacher needed to remind him / her)				
He/she worked effectively with our group (listened to others, offered ideas respectfully, took responsibility without dominating) (4=at all times, 3=most of the time, 2=some of the time, 1= the teacher or group member needed to remind him/her)				
His/her efforts today represent the best he/she can do in terms of quality and quantity of work produced. (4=completely, 3=mostly, 2= could have done better/more, 1= rushed to complete task/didn't budget time effectively)				
He/she was able to problem-solve and self-advocate when experiencing difficulty (4=yes/does not apply, 3=yes, but not immediately, 2= got stuck and didn't know what to do, 1= got stuck and was unable to complete his/her tasks)				
He/she was respectful of the needs of others (used a quiet voice & appropriate behavior) (4=at all times, 3=most of the time, 2=some of the time, 1= the teacher or group member needed to remind him/her)				

What would improve your group's efforts for next time?

---



---



---



---

Concerns or questions / need for assistance from teacher?

---



---



---



---

Which group member do you believe deserves the MVP today, and why?

---



---



---

# Personal Narrative Peer Revision

Author's Name: \_\_\_\_\_

Working Title: \_\_\_\_\_

Partner #1 Name: \_\_\_\_\_

Partner #2 Name: \_\_\_\_\_

**What do you like most about this piece of writing?**

Partner #1

Partner #2

**What would you like to know more about?**

Partner #1

Partner #2

**What was confusing / needed more explanation or description?**

Partner #1

Partner #2

**If you were going to revise this, what changes would you make?**

Partner #1

Partner #2

**Was there a part that made you feel as if you were 'right there' with the author? If so, highlight in -**

Partner #1 (yellow)

What did the author do to make you feel this way?

If you didn't find any examples, where would you suggest the author add this?

Was there a part that made you feel as if you were 'right there' with the author? If so, highlight in -

Partner #2 (blue)

What did the author do to make you feel this way?

If you didn't find any examples, where would you suggest the author add this?

What other suggestions might you give the author?

Partner #1

Partner #2

---

### Author's Planning for Revision

Look over the suggestions / advice you were given above. Which changes will you make to your piece to make it stronger?

### Revision Analysis

The best change I made was... (explain why)







**Lit Circles Reflection**

Name: \_\_\_\_\_

**Rate your group's efforts / experience**

- 1-10 Group aspired to create an outstanding project
- 1-10 Project is a true honors level effort in content, concept, and product
- 1-10 Group members shared the burden of project production equally
- 1-10 Our project shares worthwhile, honors level material, in an interesting way

**Rate your own efforts**

5 – always      4 – most of the time      3 – frequently      2 – sometimes      1 – never

- I listened to my group and shared my own ideas without dominating
- If I finished a task, I found another, or a way to improve my efforts
- I honestly believe I contributed my fair share of work/effort, and was as productive as possible

1 – two or more times      2 – once      5 – never

- The teacher needed to speak to / redirect my attention
- My team mates needed to remind me to focus on my task
- I finished everything, so I packed up before being instructed to do so

**Consider your project in terms of people / production hours.**

There were \_\_\_ (people) X \_\_\_ hours = \_\_\_ (total 'people' hours)

Could one person have completed your project in less than the time above? Why/why not?

If you could improve your group's project in any way, what would you do?

If you have to name the top three presentations for your class, which would they be & why?

## Lit Circles Evaluation

1. \_\_\_ On a scale of 1-10, how would you rate the overall experience as both a presenter and participant with this assignment? Explain your answer below –
2. \_\_\_ On a Scale of 1-10, to what extent did the work and discussions *within your group* help you better understand and engage with the novel? Explain.
3. \_\_\_ On a scale of 1-10, to what extent did the presentations / activities provided by your classmates make you curious about their books, or help you decide what to read next? What was effective / not effective? Explain.
4. Circle Yes or No to answer the following questions

---

Yes	No	I learned more about, or saw things in my book that I would not have if it had not been with my group. (discussions, group work, questioning)
Yes	No	Hearing about the other novels was interesting and made me want to read at least one of them.
Yes	No	I learned more about my novel, using technology, or _____ by working on my group's presentation.
Yes	No	I would like to read in a literature circle in the future.
Yes	No	Students next year should do this assignment.

**Final comments about answer #4, or this experience in general.**

**STUDENT PEER EVALUATION SHEET – Evaluate your group members. This will be done confidentially.**

1 (rarely/never)      2 (occasionally/sometimes)      3 (all/most of the time)

List Each Group Member Below:

In My Opinion: \_\_\_\_\_

Name :

- \_\_\_\_\_ did fair share of work
- \_\_\_\_\_ was cooperative/did agreed upon task
- \_\_\_\_\_ contributed to ideas/planning
- \_\_\_\_\_ was available for communication
- \_\_\_\_\_ was positive, helpful
- \_\_\_\_\_ contributed to overall project success

Comments:

Word describing this person as a group member:

---

Name :

- \_\_\_\_\_ did fair share of work
- \_\_\_\_\_ was cooperative/did agreed upon task
- \_\_\_\_\_ contributed to ideas/planning
- \_\_\_\_\_ was available for communication
- \_\_\_\_\_ was positive, helpful
- \_\_\_\_\_ contributed to overall project success

Comments:

Word describing this person as a group member:

---

Name :

- \_\_\_\_\_ did fair share of work
- \_\_\_\_\_ was cooperative/did agreed upon task
- \_\_\_\_\_ contributed to ideas/planning
- \_\_\_\_\_ was available for communication
- \_\_\_\_\_ was positive, helpful
- \_\_\_\_\_ contributed to overall project success

Comments:

Word describing this person as a group member:

---

Rate your contribution as compared to your group members. Explain your reasoning for your self-evaluation score:

# Group Members Agreement

## Members of each group should TRY to...

- be encouraging, friendly, and responsive to other members of the group.
  - provide positive, constructive feedback on other members' ideas.
  - promote compromise and consensus among group members.
  - ensure that everyone has an opportunity to contribute to discussions and the work of the group.
  - help set standards for the group and its work.
- 
- help the group monitor its effectiveness as a team.
  - be a good listener, attending and responding to other's contributions.
  - assume a fair share of the group's work.

## Members of the group should try NOT to...

- interfere with the group's work by blocking efforts to achieve consensus.
- divert the group's work by introducing irrelevant issues.
- show aggression or hostility.
- monopolize the time the group has for its work.
- be passive or act indifferent during the group activity.
- dominate the group or assume a larger share of the work than other group members.

# Student Group Evaluation

Student Involvement and Leadership ♦ [getinvolved.wustl.edu](http://getinvolved.wustl.edu)  Washington University in St. Louis.

This document is to help student groups evaluate their performance individually and as a group over the course of the year. This provides reflection for outgoing members and areas of advice for incoming leaders.

---

Student Group Name:

---

Accomplishments:

---

Strengths:

---

Please think through and respond to the following questions regarding your responsibilities. This information will be helpful to your successor.

1. What I liked best about my job
2. What I liked least about my job
3. The most difficult decision I made was
4. What I could have done to make the experience better
5. Obstacles to performing my job effectively were
6. Aids which assisted min the handling of my were
7. Things I wish I'd known before I took the job were

# Student Group Evaluation (Pg. 2)

Student Involvement and Leadership ♦ [getinvolved.wustl.edu](http://getinvolved.wustl.edu)  Washington University in St. Louis.

## Areas of Evaluation

Please evaluate each area and each executive board member (including you) using the following likert scale:

Ratings:            1(Excellent)            2(Good)            3(Average)            4(Weak)            5(Poor)

## **Group Dynamics**

- \_\_\_ Executive member communication
- \_\_\_ Executive member accountability
- \_\_\_ Executive member commitment
- \_\_\_ Executive member interpersonal interactions
- \_\_\_ Executive member willingness and commitment to be an agent of change
- \_\_\_ General Body involvement/engagement
- \_\_\_ Executive Board fulfillment of responsibilities

## **Executive Board Member Performance**

This evaluation is to constructively evaluate student group officers/chairs to let you know what areas you are strong in and what areas you need to improve

Position: \_\_\_\_\_ Name: \_\_\_\_\_

- \_\_\_ Shows a sense of direction regarding job and knows what to do
- \_\_\_ Has the ability to obtain and analyze facts and apply sound judgment
- \_\_\_ Is effective at organizing work
- \_\_\_ Shows a willingness to do more than asked
- \_\_\_ Communications well with students
- \_\_\_ Communications well with staff
- \_\_\_ Provides creative ideas and valuable suggestions
- \_\_\_ Follows through on the responsibilities assumed
- \_\_\_ Is on time for meetings, etc.
- \_\_\_ Motivates students to work effectively
- \_\_\_ Provides a good example of leadership for others
- \_\_\_ Displays a sense of professionalism
- \_\_\_ Overall effectiveness as an officer/chair

Strengths:

Areas for Improvement:

Additional Comments:

Overall Rating:

# Cooperative Learning Self Evaluation

Name \_\_\_\_\_ Team \_\_\_\_\_ Date \_\_\_\_\_

**Project Topic or Title:**

**Briefly describe your contribution to the cooperative learning project:**

---

---

---

---

---

---

---

---

**If you were doing this project again, what would you do differently to improve your work?**

---

---

---

**How could your team work together more effectively next time?**

---

---

---

**Your Teacher's Comments:**

---

---

---

---

---

---

---

**Your Grade for Yourself:**

**Your Teacher's Grade for You:**

# Progress Assessment

Name \_\_\_\_\_ Class Period \_\_\_\_\_ Date \_\_\_\_\_

	<b>Need to Work on This Score 1</b>	<b>Successful Score 2</b>	<b>Outstanding Score 3</b>
<b>Getting Set</b>  Score _____	Noisy. Moved too slowly. Didn't know where to go or interfered with other groups.	Moved into group reasonably well, ready to get to work. May have had work. Needed a reminder or two from the teacher.	Moved efficiently and quietly into group, ready to work.
<b>Being Considerate</b>  Score _____	Noisy. Failed to take turns. Failed to listen. Hurt feelings of others in group. Argued or interfered with other groups.	Worked reasonably well together. May have needed a reminder or two from the teacher.	Worked quietly together. Took turns. Listened to each other's ideas. Supported and helped each other. Together, asked for help from teacher as appropriate.
<b>Doing Assignment</b>  Score _____	Off task. Wasted time. Argued. Unable to work out problems without lots of teacher intervention. Unprepared. Unable to decide who needs to do what. Failed to share workload or failed to meet deadlines.	Stayed on task most of the time. Everyone did his fair share. Finished on time. May have needed a reminder or two from the teacher.	Stayed focused. Everyone worked well together to accomplish assignment goals.
<b>Quality of Work</b>  Score _____	Work done in a rush. Failed to follow rubric for assignment.	Work done carefully, following guidelines of rubric.	Extra work put into assignment. Met criteria for an outstanding assignment by guidelines of rubric.
<b>Individual Role</b>  Score _____	Failed to work well with group. Failed to pull fair load, or interfered with other groups.	Worked reasonably well with group. Did fair share of work. May have needed a reminder or two from the teacher.	Worked well with group. Did fair share of work and helped others in the group be successful.




# Peer Evaluation Form

Name \_\_\_\_\_ Class Period \_\_\_\_\_ Date \_\_\_\_\_

Write the names of your group members in the numbered boxes. Then, assign yourself a value for each listed attribute. Finally, do the same for each of your group members and total all of the values.

Values: 1=Strongly Agree 2=Agree 3=Disagree 4=Strongly Disagree

Attribute	Yourself	1.	2.	3.
Was dependable in attending group meetings.				
Willingly accepted assigned tasks.				
Contributed positively to group discussions.				
Completed work on time or made alternative arrangements.				
Helped others with their work when needed.				
Did work accurately and completely.				
Contributed a fair share to weekly papers.				
Worked well with other group members.				
Overall was a valuable member of the team.				
Column Totals 				

# Cooperative Learning Rubric

Name \_\_\_\_\_ Class Period \_\_\_\_\_ Date \_\_\_\_\_

Category	4	3	2	1
<b>Contribution to Group Goals</b> Score: _____	Consistently and actively works toward group goals; willingly accepts and fulfills individual role within the group.	Works toward group goals without occasional prompting; accepts and fulfills individual role within the group.	Works toward group goals with occasional prompting.	Works toward group goals only when prompted.
<b>Consideration of Others</b> Score: _____	Shows sensitivity to the feelings and learning needs of others; values the knowledge, opinion, and skills of all group members.	Shows and expresses sensitivity to the feelings of others; encourages the participation of others.	Show sensitivity to the feelings of others.	Needs occasional reminders to be sensitive to the feelings of others.
<b>Contribution of Knowledge</b> Score: _____	Consistently and actively contributes knowledge, opinions, and skills without prompting or reminding.	Contributes knowledge, opinions, and skills without prompting or reminding.	Contributes information to the group with occasional prompting and reminding.	Contribute information to the group only when prompted.
<b>Working and Sharing with Others</b> Score: _____	Helps the group identify necessary changes and encourages group action for change; does assigned work without reminders.	Willingly participates in needed changes; usually does the assigned work and rarely needs reminding.	Participates in needed changes with occasional prompting; often needs reminding to do the assigned work.	Participates in needed changes when prompted and encouraged; always or often relies on others to do the work.
<b>Total Overall Score</b> _____	Comments:			

# Cooperative Learning Rubric

Name \_\_\_\_\_ Class Period \_\_\_\_\_ Date \_\_\_\_\_

Directions: Write the number score for each category and the total overall score in the spaces provided.

Category	4	3	2	1
<b>Contribution to Group Goals</b> Score: _____	Consistently and actively works toward group goals; willingly accepts and fulfills individual role within the group.	Works toward group goals without occasional prompting; accepts and fulfills individual role within the group.	Works toward group goals with occasional prompting.	Works toward group goals only when prompted.
<b>Consideration of Others</b> Score: _____	Shows sensitivity to the feelings and learning needs of others; values the knowledge, opinion, and skills of all group members.	Shows and expresses sensitivity to the feelings of others; encourages the participation of others.	Show sensitivity to the feelings of others.	Needs occasional reminders to be sensitive to the feelings of others.
<b>Contribution of Knowledge</b> Score: _____	Consistently and actively contributes knowledge, opinions, and skills without prompting or reminding.	Contributes knowledge, opinions, and skills without prompting or reminding.	Contributes information to the group with occasional prompting and reminding.	Contribute information to the group only when prompted.
<b>Working and Sharing with Others</b> Score: _____	Helps the group identify necessary changes and encourages group action for change; does assigned work without reminders.	Willingly participates in needed changes; usually does the assigned work and rarely needs reminding.	Participates in needed changes with occasional prompting; often needs reminding to do the assigned work.	Participates in needed changes when prompted and encouraged; always or often relies on others to do the work.
<b>Total Overall Score</b> _____	Comments: _____			

# Quick Peer Evaluation Form

Name \_\_\_\_\_ Class Period \_\_\_\_\_ Date \_\_\_\_\_

Write the names of your group members in the numbered boxes. Then, assign yourself a value for each listed attribute. Finally, do the same for each of your group members and total all of the values.

Values: 5=Superior 4=Above Average 3=Average 2=Below Average 1=Weak

Attribute	Myself	1.	2.	3.	4.
Participated in group discussions.					
Helped keep the group on task.					
Contributed useful ideas.					
How much work was done.					
Quality of completed work					
<b>Totals</b>					

Copyright 2012 by Chad Manis, Teacher-Written Eduware, LLC. All rights reserved.

# Group Self Evaluation Checklist

Name \_\_\_\_\_ Class Period \_\_\_\_\_ Date \_\_\_\_\_

Topic of Study \_\_\_\_\_ Group Members' Names \_\_\_\_\_

As a team, decide which answer best suits the way your team worked together. Then, complete the remaining sentences.

We finished our task on time, and we did a good job!  YES  NO

We encouraged each other and we cooperated with each other.  YES  NO

We used quiet voices in our communications.  YES  NO

We each shared our ideas, then listened and valued each other's ideas.  YES  NO

We did best at \_\_\_\_\_

Next time we could improve at \_\_\_\_\_

Copyright 2012 by Chad Manis, Teacher-Written Eduware, LLC. All rights reserved.

# PROJECT TEAM CONTRACT

**Project Name:**

**Team Members:**

## Our Agreement

- We all promise to listen to each other's ideas with respect.
- We all promise to do our work as best as we can.
- We all promise to do our work on time.
- We all promise to ask for help if we need it.
- We all promise to \_\_\_\_\_

If someone on our team breaks one or more of our rules, the team may have a meeting and ask the person to follow our agreement. If the person still breaks the rules, we will ask our teacher to help find a solution.

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

Team Member Signatures:

_____	_____
_____	_____
_____	_____

# COLLABORATION RUBRIC for PBL: *Individual Performance*

(for grades 3-5; CCSS EIA aligned)

	Below Standard	Approaching Standard	At Standard	Above Standard ✓
<b>Takes Responsibility</b>	<ul style="list-style-type: none"> <li>▶ I need to prepare for and join team discussions</li> <li>▶ I need reminders to do project work</li> <li>▶ My project work is not done on time</li> <li>▶ I need to learn how to use feedback from others</li> </ul>	<ul style="list-style-type: none"> <li>▶ I am usually prepared for and join team discussions</li> <li>▶ I do some project work, but sometimes need to be reminded</li> <li>▶ I complete most project work on time</li> <li>▶ I sometimes use feedback from others</li> </ul>	<ul style="list-style-type: none"> <li>▶ I am prepared for work with the team; I have studied required material and use it to explore ideas in discussions (CC 3-5.SL.1a)</li> <li>▶ I do project work without having to be reminded</li> <li>▶ I complete project work on time</li> <li>▶ I use feedback from others to improve my work</li> </ul>	
<b>Helps the Team</b>	<ul style="list-style-type: none"> <li>▶ I need to cooperate with my team and help the team solve problems</li> <li>▶ I need to learn how to help make discussions effective</li> <li>▶ I need to learn how to give useful feedback to others</li> <li>▶ I need to learn to offer to help others if they need it</li> </ul>	<ul style="list-style-type: none"> <li>▶ I cooperate with the team but do not help it solve problems</li> <li>▶ I usually help make discussions effective, but do not always follow the rules, ask enough questions, or express ideas clearly</li> <li>▶ I give feedback to others, but it may not always be helpful</li> <li>▶ I sometimes offer to help others if they need it</li> </ul>	<ul style="list-style-type: none"> <li>▶ I help the team solve problems and manage conflicts</li> <li>▶ I help make discussions effective by following agreed-upon rules, asking and answering questions, clearly expressing ideas (CC 3-5.SL.1b,c,d)</li> <li>▶ I give helpful feedback to others</li> <li>▶ I offer to help others do their work if needed</li> </ul>	
<b>Respects Others</b>	<ul style="list-style-type: none"> <li>▶ I am sometimes impolite or unkind to teammates (may interrupt, ignore others' ideas, hurt feelings)</li> <li>▶ I need to learn how to listen to other points of view and disagree kindly</li> </ul>	<ul style="list-style-type: none"> <li>▶ I am usually polite and kind to teammates</li> <li>▶ I usually listen to other points of view and disagree kindly</li> </ul>	<ul style="list-style-type: none"> <li>▶ I am polite and kind to teammates</li> <li>▶ I listen to other points of view and disagree kindly</li> </ul>	

# COLLABORATION RUBRIC for PBL: *Team Performance*

(for grades 3-5; CCSS EIA aligned)

	Below Standard	Approaching Standard	At Standard	Above Standard ✓
<b>Makes and Follows Agreements</b>	<ul style="list-style-type: none"> <li>▶ We need to learn how to talk about how the team will work together</li> <li>▶ We need to learn how to follow rules for collegial discussions, decision-making and conflict resolution</li> <li>▶ We need to learn how to talk about how well agreements are being followed</li> </ul>	<ul style="list-style-type: none"> <li>▶ We try to talk about how the team will work together, but do not make agreements</li> <li>▶ We usually follow rules for discussions, decision-making, and conflict resolution, but not always</li> <li>▶ We sometimes talk about how well agreements are being followed but need help from the teacher to take appropriate steps when they are not</li> </ul>	<ul style="list-style-type: none"> <li>▶ We make agreements about how the team will work together</li> <li>▶ We follow rules for discussions (CC 3-5.SL.1b) decision-making, and conflict resolution</li> <li>▶ We honestly talk about how well agreements are being followed and take appropriate steps if they are not</li> </ul>	
<b>Organizes Work</b>	<ul style="list-style-type: none"> <li>▶ We get to work without creating a task list</li> <li>▶ We need to learn how to set a schedule and track progress toward goals and deadlines</li> <li>▶ We need to learn how to assign roles</li> <li>▶ We need to learn how to use time and run meetings well, and organize our materials, drafts, notes</li> </ul>	<ul style="list-style-type: none"> <li>▶ We create a task list that divides project work among the team, but it may not be in detail or followed closely</li> <li>▶ We set a schedule for doing tasks but do not follow it closely</li> <li>▶ We assign roles but do not follow them, or we pick only one "leader" who makes most decisions</li> <li>▶ We usually use time and run meetings well, but may occasionally waste time; we keep our materials, drafts, notes, but not always organized</li> </ul>	<ul style="list-style-type: none"> <li>▶ We create a detailed task list that divides project work fairly among the team (CC 3-5.SL.1b)</li> <li>▶ We set a schedule and track progress toward goals and deadlines</li> <li>▶ We assign roles based on team members' strengths (CC 3-5.SL.1b)</li> <li>▶ We use time and runs meetings efficiently; we keep our materials, drafts, notes organized</li> </ul>	
<b>Works as a Whole Team</b>	<ul style="list-style-type: none"> <li>▶ We need to learn how to recognize or use special talents of team members</li> <li>▶ We need to learn how to do the project as a team</li> </ul>	<ul style="list-style-type: none"> <li>▶ We try to use special talents of team members</li> <li>▶ We do most project tasks separately and put them together at the end</li> </ul>	<ul style="list-style-type: none"> <li>▶ We recognize and use special talents of each team member</li> <li>▶ We develop ideas and create products as a team; tasks done separately are brought to the team for feedback</li> </ul>	

**COLLABORATION RUBRIC for PBL**  
(for grades 6-12)

<b>Individual Performance</b>	<b>Below Standard</b>	<b>Approaching Standard</b>	<b>At Standard</b>	<b>Above Standard</b> ✓
<b>Takes Responsibility for Oneself</b>	<ul style="list-style-type: none"> <li>▶ is not prepared, informed, and ready to work with the team</li> <li>▶ does not use technology tools as agreed upon by the team to communicate and manage project tasks</li> <li>▶ does not do project tasks</li> <li>▶ does not complete tasks on time</li> <li>▶ does not use feedback from others to improve work</li> </ul>	<ul style="list-style-type: none"> <li>▶ is usually prepared, informed, and ready to work with the team</li> <li>▶ uses technology tools as agreed upon by the team to communicate and manage project tasks, but not consistently</li> <li>▶ does some project tasks, but needs to be reminded</li> <li>▶ completes most tasks on time</li> <li>▶ sometimes uses feedback from others to improve work</li> </ul>	<ul style="list-style-type: none"> <li>▶ 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</li> <li>▶ consistently uses technology tools as agreed upon by the team to communicate and manage project tasks</li> <li>▶ does tasks without having to be reminded</li> <li>▶ completes tasks on time</li> <li>▶ uses feedback from others to improve work</li> </ul>	
<b>Helps the Team</b>	<ul style="list-style-type: none"> <li>▶ does not help the team solve problems; may cause problems</li> <li>▶ does not ask probing questions, express ideas, or elaborate in response to questions in discussions</li> <li>▶ does not give useful feedback to others</li> <li>▶ does not offer to help others if they need it</li> </ul>	<ul style="list-style-type: none"> <li>▶ cooperates with the team but may not actively help it solve problems</li> <li>▶ sometimes expresses ideas clearly, asks probing questions, and elaborates in response to questions in discussions</li> <li>▶ gives feedback to others, but it may not always be useful</li> <li>▶ sometimes offers to help others if they need it</li> </ul>	<ul style="list-style-type: none"> <li>▶ helps the team solve problems and manage conflicts</li> <li>▶ makes discussions effective by clearly expressing ideas, asking probing questions, making sure everyone is heard, responding thoughtfully to new information and perspective</li> <li>▶ gives useful feedback (specific, feasible, supportive) to others so they can improve their work</li> <li>▶ offers to help others do their work if needed</li> </ul>	
<b>Respects Others</b>	<ul style="list-style-type: none"> <li>▶ is impolite or unkind to teammates (may interrupt, ignore ideas, hurt feelings)</li> <li>▶ does not acknowledge or respect other perspectives</li> </ul>	<ul style="list-style-type: none"> <li>▶ is usually polite and kind to teammates</li> <li>▶ usually acknowledges and respects other perspectives and disagrees diplomatically</li> </ul>	<ul style="list-style-type: none"> <li>▶ is polite and kind to teammates</li> <li>▶ acknowledges and respects other perspectives; disagrees diplomatically</li> </ul>	



<b>Team Performance</b>	<b>Below Standard</b>	<b>Approaching Standard</b>	<b>At Standard</b>	<b>Above Standard</b> ✓
<p><b>Makes and Follows Agreements</b></p>	<ul style="list-style-type: none"> <li>▶ does not discuss how the team will work together</li> <li>▶ does not follow rules for collegial discussions, decision-making and conflict resolution</li> <li>▶ does not discuss how well agreements are being followed</li> <li>▶ allows breakdowns in team work to happen; needs teacher to intervene</li> </ul>	<ul style="list-style-type: none"> <li>▶ discusses how the team will work together, but not in detail; may just "go through the motions" when creating an agreement</li> <li>▶ usually follows rules for collegial discussions, decision-making, and conflict resolution</li> <li>▶ discusses how well agreements are being followed, but not in depth; may ignore subtle issues</li> <li>▶ notices when norms are not being followed but asks the teacher for help to resolve issues</li> </ul>	<ul style="list-style-type: none"> <li>▶ makes detailed agreements about how the team will work together, including the use of technology tools</li> <li>▶ follows rules for collegial discussions, decision-making, and conflict resolution</li> <li>▶ honestly and accurately discusses how well agreements are being followed</li> <li>▶ takes appropriate action when norms are not being followed; attempts to resolve issues without asking the teacher for help</li> </ul>	
<p><b>Organizes Work</b></p>	<ul style="list-style-type: none"> <li>▶ does project work without creating a task list</li> <li>▶ does not set a schedule and track progress toward goals and deadlines</li> <li>▶ does not assign roles or share leadership; one person may do too much, or all members may do random tasks</li> <li>▶ wastes time and does not run meetings well; materials, drafts, notes are not organized (may be misplaced or inaccessible)</li> </ul>	<ul style="list-style-type: none"> <li>▶ creates a task list that divides project work among the team, but it may not be in detail or followed closely</li> <li>▶ sets a schedule for doing tasks but does not follow it closely</li> <li>▶ assigns roles but does not follow them, or selects only one "leader" who makes most decisions</li> <li>▶ usually uses time and runs meetings well, but may occasionally waste time; keeps materials, drafts, notes, but not always organized</li> </ul>	<ul style="list-style-type: none"> <li>▶ creates a detailed task list that divides project work reasonably among the team</li> <li>▶ sets a schedule and tracks progress toward goals and deadlines</li> <li>▶ assigns roles if and as needed, based on team members' strengths</li> <li>▶ uses time and runs meetings efficiently; keeps materials, drafts, notes organized</li> </ul>	
<p><b>Works as a Whole Team</b></p>	<ul style="list-style-type: none"> <li>▶ does not recognize or use special talents of team members</li> <li>▶ does project tasks separately and does not put them together; it is a collection of individual work</li> </ul>	<ul style="list-style-type: none"> <li>▶ makes some attempt to use special talents of team members</li> <li>▶ does most project tasks separately and puts them together at the end</li> </ul>	<ul style="list-style-type: none"> <li>▶ recognizes and uses special talents of each team member</li> <li>▶ develops ideas and creates products with involvement of all team members; tasks done separately are brought to the team for critique and revision</li> </ul>	

