

C O L L A B O R A T I O N   R U B R I C  
(CCSS & ELA aligned)

<i>Individual Performance</i>	Below Standard	Approaching Standard	At Standard	Above Standard
<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 (CC 6-12.SL.1a)</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 perspectives (CC 6-12.SL.1c)</li> <li>• gives useful feedback (specific, feasible, supportive) to others so they can improve their work</li> </ul>	

Respects Others	<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>	
<i>Team Performance</i>	<b>Below Standard</b>	<b>Approaching Standard</b>	<b>At Standard</b>	<b>Above Standard</b>
Makes and Follows Agreements	<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 (CC 6-12.SL.1b), 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>	
Organizes Work	<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> </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> </ul>	<ul style="list-style-type: none"> <li>• creates a detailed task list that divides project work reasonably among the team (CC 6-12.SL.1b)</li> </ul>	

	<ul style="list-style-type: none"> <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>• 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>• sets a schedule and tracks progress toward goals and deadlines (CC 6-12.SL.1b)</li> <li>• assigns roles if and as needed, based on team members’ strengths (CC 6-12.SL.1b)</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>	

**Notes:** *Things to be considered while deriving scores.* (Ex. If student or team surpassed certain standards)