



Collaboration Rubric Middle School

Overview

In designing our collaboration rubric, we drew a distinction between individual and group behaviors. While both are important for successful collaboration, distinguishing between the two provides useful guidance for how to support and assess student progress.

The Individual Collaboration Rubric focuses on specific aspects of individual collaboration. The indicators are designed to be simple and accessible to students using the Peer Evaluation Tool as well as instructive to guide group conversations. The number of dimensions (rows) for this rubric makes it unlikely a teacher would use it in its entirety. A teacher might opt to focus on particular rows by project or a school might focus on particular indicators in particular grade levels. Schools may also find opportunities to bring additional collaboration and project management skills to extend this outcome as their students grow as collaborators and we encourage you to do so.

Middle School Note: The indicators in the collaboration rubric are intended to be broadly applicable and student-friendly. While there are similar, sometimes identical, indicators for middle school and high school, the assumption is as students progress projects become more complex and scaffolding is progressively removed. Twelfth graders ought to be engaged in collaboration about far more complex issues with far less scaffolding than 6th graders, though the language used to describe that might be similar.

Individual Collaboration - Middle School

Collaboration involves behaviors under the control of individual group members including effort they put into group tasks, their manner of interacting with others on group, and the quantity and quality of contributions they make to group discussions.



	Emerging	E/ D	Developing	D/ P	Proficient	P/ A	Advanced
Contribution and Development of Ideas	Ideas lack supporting reasoning Limited acknowledgement of other's thinking		Shares ideas, and explains the reasons behind them Acknowledges others' thinking		Provides ideas or arguments with convincing reasons Builds on the thinking of others		Acknowledges the strengths and limitations of their ideas Builds on the thinking of others and checks back for agreement
Equal Participation	Shares ideas without listening or listens without sharing ideas		Allows for equal participation by both sharing ideas and listening to the ideas of others		Works to include others in discussion and shows interest in new perspectives		Supports equal participation by asking clarifying or probing questions, paraphrasing others' ideas and synthesizing group thinking
Group Norms	Follows group norms and processes but only with modeling and/or reminders		Understands and follows group created norms and processes		Understands and follows group created norms and processes and helps others do the same		In addition, initiates the use of norms and group processes in each meeting
Respectful Tone and Style	At times , words and tone indicate respectful intent, but not consistently		Words and tone indicate respectful intent , but might not be sensitive to others		Words and tone indicate respect and sensitivity to others		Additionally, provides gentle feedback about others' words and tone to foster an environment of respect
Positive Body Language/ Active Listening	Sporadically faces speaker, or engages without distraction some of the time		Faces speaker and is free of distractions when others are speaking		When others are speaking, both body language and verbal responses indicate engagement		When others are speaking, body language and verbal responses indicate positive, energetic engagement
Roles	Knows role, and fulfills it only some of the time		Accepts role and shows understanding by fulfilling it		Knows the roles of self and others , and uses the roles to maximize group effectiveness		In addition , uses group roles as opportunities to use strengths or address areas of weakness
Work Ethic	Completes only some assigned tasks		Completes all assigned tasks by deadline		Completes all assigned tasks by deadline; work is quality, and advances the project		Models consistently high standards for timeliness, quality, and ownership of work
Team Support	Either doesn't help , or occasionally helps, but must be asked		Predictably helps when asked by others, but only then		Always helps when asked, and sometimes offers help to others		Actively checks in to understand how others are progressing and how they can be of help