



Collaboration Rubric Elementary School (5th Grade)

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.

Elementary – 5th Grade Note:

Effective collaboration looks similar at the middle school and elementary level, although the sophistication of the projects and problems addressed will change, as will the sophistication of student roles and tasks. In addition, the 5th grade rubric focuses on a slightly smaller set of dimensions (rows) and indicators (bullets) than the middle school rubric. We encourage elementary users to adjust your focus dimensions by class or grade level if you find that useful and to feel free to supplement with language that works well for your students and context.



| | Emerging | E/D | Developing | D/P | Proficient | P/A | Advanced |
|---|--|-----|--|-----|---|-----|---|
| Contribution and Development of Ideas | Ideas are unsupported with reasons | | Shares ideas and explains the reasons for them | | Provides ideas or arguments with persuasive reasons | | Acknowledges the strengths and weaknesses of their ideas |
| Equal Participation | Shares ideas without listening or listens without sharing ideas | | Allows for equal participation by both sharing ideas and listening to other's ideas | | Tries to include others in discussion and shows interest in other people's ideas | | Supports equal participation by asking questions, paraphrasing others' ideas and synthesizing group thinking |
| Group Norms | Only follows group norms and processes with modeling or reminders | | Understands and follows group created norms and processes | | Understands and follows group created norms and processes and helps others do the same. | | Begins the use of norms and group processes in each meeting |
| Respectful Tone and Style | At times , words and tone are respectful, but not always | | Words and tone are respectful , but not always sensitive | | Words and tone are respectful and sensitive to others | | In addition to proficient, provides gentle feedback about others' words and tone to create an environment of respect |
| Positive Body Language/ Active Listening | Faces speaker, and/or stays focused some of the time | | Faces speaker and stays focused 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 what role is, and sometimes does it | | Knows role and shows understanding by doing it | | Knows other people's roles and helps them do them | | In addition, uses group roles as opportunities to use strengths or work on areas of weakness |
| 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 with others to understand how each member is progressing and how they may be of help |