



Collaboration Rubric Elementary School (2nd 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 (bullets) 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.

Individual Collaboration Note (2nd Grade)

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.

Elementary – 2nd Grade Note:

Effective collaboration looks similar at the 5th and 2nd grade level, although the sophistication of the projects and problems addressed will change, as will the sophistication of student roles and tasks. In addition, the 2nd grade rubric focuses on a slightly smaller set of dimensions (rows) and indicators (bullets) than the 5th grade rubric. We encourage lower 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
Supports Equal Participation	With supports, shares ideas without listening or listens without sharing ideas		With supports , shares ideas and listens to other's ideas		Tries to include others and shows interest in other people's ideas		Asks questions and paraphrases others' ideas
Uses Group Norms	Struggles to follow group norms and processes		With supports, understands and attempts to follow group norms and processes		Understands and follows group norms and processes		Understands and follows group norms and processes and helps others do the same
Roles	May not know what role is, or may know but not do it		With supports , knows role and attempts to do it		Knows role and shows understanding by doing it		Fulfills own role and knows other people's roles and helps them do them
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