



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