

COLLABORATION RUBRIC for PBL: (for grades 6-12; CCSS ELA aligned)

Individual Performance	Below Standard	Approaching Standard	At Standard	Above Standard ✓
Takes Responsibility for Oneself	<ul style="list-style-type: none"> • is not prepared, informed, and ready to work with the team • does not use technology tools as agreed upon by the team to communicate and manage project tasks • does not do project tasks • does not complete tasks on time • does not use feedback from others to improve work 	<ul style="list-style-type: none"> • is usually prepared, informed, and ready to work with the team • uses technology tools as agreed upon by the team to communicate and manage project tasks, but not consistently • does some project tasks, but needs to be reminded • completes most tasks on time • sometimes uses feedback from others to improve work 	<ul style="list-style-type: none"> • 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) • consistently uses technology tools as agreed upon by the team to communicate and manage project tasks • does tasks without having to be reminded • completes tasks on time • uses feedback from others to improve work 	
Helps the Team	<ul style="list-style-type: none"> • does not help the team solve problems; may cause problems • does not ask probing questions, express ideas, or elaborate in response to questions in discussions • does not give useful feedback to others • does not offer to help others if they need it 	<ul style="list-style-type: none"> • cooperates with the team but may not actively help it solve problems • sometimes expresses ideas clearly, asks probing questions, and elaborates in response to questions in discussions • gives feedback to others, but it may not always be useful • sometimes offers to help others if they need it 	<ul style="list-style-type: none"> • helps the team solve problems and manage conflicts • 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) • gives useful feedback (specific, feasible, supportive) to others so they can improve their work • offers to help others do their work if needed 	
Respects Others	<ul style="list-style-type: none"> • is impolite or unkind to teammates (may interrupt, ignore ideas, hurt feelings) • does not acknowledge or respect other perspectives 	<ul style="list-style-type: none"> • is usually polite and kind to teammates • usually acknowledges and respects other perspectives and disagrees diplomatically 	<ul style="list-style-type: none"> • is polite and kind to teammates • acknowledges and respects other perspectives; disagrees diplomatically 	

COLLABORATION RUBRIC for PBL: (for grades 6-12; CCSS ELA aligned)

Team Performance	Below Standard	Approaching Standard	At Standard	Above Standard ✓
<p>Makes and Follows Agreements</p>	<ul style="list-style-type: none"> • does not discuss how the team will work together • does not follow rules for collegial discussions, decision-making and conflict resolution • does not discuss how well agreements are being followed • allows breakdowns in team work to happen; needs teacher to intervene 	<ul style="list-style-type: none"> • discusses how the team will work together, but not in detail; may just “go through the motions” when creating an agreement • usually follows rules for collegial discussions, decision-making, and conflict resolution • discusses how well agreements are being followed, but not in depth; may ignore subtle issues • notices when norms are not being followed but asks the teacher for help to resolve issues 	<ul style="list-style-type: none"> • makes detailed agreements about how the team will work together, including the use of technology tools • follows rules for collegial discussions (CC 6-12.SL.1b), decision-making, and conflict resolution • honestly and accurately discusses how well agreements are being followed • takes appropriate action when norms are not being followed; attempts to resolve issues without asking the teacher for help 	
<p>Organizes Work</p>	<ul style="list-style-type: none"> • does project work without creating a task list • does not set a schedule and track progress toward goals and deadlines • does not assign roles or share leadership; one person may do too much, or all members may do random tasks • wastes time and does not run meetings well; materials, drafts, notes are not organized (may be misplaced or inaccessible) 	<ul style="list-style-type: none"> • creates a task list that divides project work among the team, but it may not be in detail or followed closely • sets a schedule for doing tasks but does not follow it closely • assigns roles but does not follow them, or selects only one “leader” who makes most decisions • usually uses time and runs meetings well, but may occasionally waste time; keeps materials, drafts, notes, but not always organized 	<ul style="list-style-type: none"> • creates a detailed task list that divides project work reasonably among the team (CC 6-12.SL.1b) • sets a schedule and tracks progress toward goals and deadlines (CC 6-12.SL.1b) • assigns roles if and as needed, based on team members’ strengths (CC 6-12.SL.1b) • uses time and runs meetings efficiently; keeps materials, drafts, notes organized 	
<p>Works as a Whole Team</p>	<ul style="list-style-type: none"> • does not recognize or use special talents of team members • does project tasks separately and does not put them together; it is a collection of individual work 	<ul style="list-style-type: none"> • makes some attempt to use special talents of team members • does most project tasks separately and puts them together at the end 	<ul style="list-style-type: none"> • recognizes and uses special talents of each team member • develops ideas and creates products with involvement of all team members; tasks done separately are brought to the team for critique and revision 	