## COLLABORATION RUBRIC for PBL: (for grades 6-12)

<table>
<thead>
<tr>
<th>Individual Performance</th>
<th>Below Standard</th>
<th>Approaching Standard</th>
<th>At Standard</th>
<th>Above Standard</th>
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</thead>
</table>
| Takes Responsibility for oneself | • 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 | • 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 | • 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  
• 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 | • 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 | • 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 | • 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 perspective  
• 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 | • is impolite or unkind to teammates (may interrupt, ignore ideas, hurt feelings)  
• does not acknowledge or respect other perspectives | • is usually polite and kind to teammates  
• usually acknowledges and respects other perspectives and disagrees diplomatically | • is polite and kind to teammates  
• acknowledges and respects other perspectives; disagrees diplomatically | |
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| Makes and Follows Agreements | • 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 | • 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 | • makes detailed agreements about how the team will work together, including the use of technology tools  
• follows rules for collegial discussions, 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 | |
| Organizes Work | • 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) | • 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 | • creates a detailed task list that divides project work reasonably among the team  
• sets a schedule and tracks progress toward goals and deadlines  
• assigns roles if and as needed, based on team members’ strengths  
• uses time and runs meetings efficiently; keeps materials, drafts, notes organized | |
| Works as a Whole Team | • 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 | • makes some attempt to use special talents of team members  
• does most project tasks separately and puts them together at the end | • 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 | |