

C O L L A B O R A T I O N R U B R I C f o r P B L
(for grades 6-12; CCSS ELA aligned)

<i>Individual Performance</i>	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 	

<i>Team Performance</i>	Below Standard	Approaching Standard	At Standard	Above Standard ✓
Makes and Follows Agreements	<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 	
Organizes Work	<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 	
Works as a Whole Team	<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 	