

Rubric for Student Self-Assessment of Collaborative Work

Students often need help understanding what is required of them in collaborative group work. A rubric such as this one, adapted from a self-assessment rubric that team teachers Allie Pitts and Andrew Hartig provide to their high school students, focuses students on their responsibility for the work of the group as a whole.

	Beginning	Approaching	Meeting	Exceeding
Uses Time	Student rarely or never makes effective use of collaboration time.	Student often makes effective use of collaboration time.	Student makes effective use of collaboration time and sometimes facilitates others' participation.	Student makes effective use of collaboration time and facilitates others' participation.
Contributes Ideas	Student's comments are mostly off task.	Student's comments are mostly on task and sometimes move the conversation forward.	Student's comments are on task and often move the conversation forward.	Student's comments are on task, thoughtful, and consistently move the conversation forward.
Listens	Student is not respectful and/or does not listen to others.	Student is respectful but does not demonstrate active listening.	Student is respectful and usually demonstrates active listening.	Student is respectful and consistently demonstrates active listening through body language and tone of voice.
Participates	Student participates only if asked or refuses to participate.	Student participates, but sometimes needs to be asked.	Student usually participates without being asked.	Student consistently participates without being asked.
Encourages Others	Student discourages others from participating and/or dominates.	Student sometimes encourages others to participate and does not dominate.	Student usually encourages others to participate and does not dominate.	Student consistently encourages others to participate and does not dominate.



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