

NTN Collaboration **Student Facing** Rubric, Grade 5







Collaboration involves a group and individual's ability to contribute to group tasks.

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.

Note on the elementary collaboration rubrics - 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.

Rubric Below

Collaboration: How do you work together with your classmates?

	Looks like...	I am <u>starting</u> to learn this skill	I am <u>practicing</u> this skill	I have <u>mastered</u> this skill	I've shown <u>advanced</u> understanding of this skill
Uses Group Norms		I need reminders to follow group norms and processes.	I understand and follow group created norms and processes most of the time.	I understand and follow group created norms and processes consistently and without reminders.	I understand and follow group created norms and processes and lead others to understand and follow them too.
Supports Equal Participation		I need reminders to listen to the ideas of my peers.	I listen to the ideas of my peers most of the time.	I listen to the ideas of my peers, and show interest in those ideas consistently and without reminders.	I support equal participation by trying to ask questions and by paraphrasing my peers' ideas
Supports Equal Participation		I need reminders to share ideas .	I share ideas with my peers most of the time.	I share ideas with my peers consistently and without reminders. I try to include others in discussion.	I support equal participation by making connections between ideas from different people.
Contribution and development of ideas		I share my ideas, but I frequently don't give reasons for them.	I share my ideas, and I explain my reasons for them most of the time.	I share my ideas, and I explain with reasons that are convincing	I can discuss the strengths and weaknesses of my ideas.
Respectful Tone and Style		I need reminders to keep my words and tone respectful	I am respectful in words and tone, but I am not always careful about what I say to others	I am respectful in words and tone, and I am careful about people's feelings.	<i>Additionally,</i> I provide gentle feedback to my peers about their tone and style to create an environment of respect.
Roles		I don't know what my role is, or I know what my role in the group is, but I need reminders to act out the role.	I know my role, and I enact it most of the time.	I know my role, and I know the roles of other people in my group. I help others enact their roles.	I help my group members choose roles according to their strengths and weaknesses.

Team
Support



I help other people rarely; only when asked by the teacher.

I help other people when they or the teacher ask for it.

I help other people when they ask for it. I also offer to help sometimes.

I check in with my group members to understand their progress, and I offer to help regularly.