

## Collaboration

*“Engage productively in self-directed learning, independently, and/or collaboratively”*

*English: SL.1, Science: SEP. 3, SEP. 6, Math: MP2, MP3, Music: MU:Pr4.1.E.IIa, MU:Pr5.3.E.IIa*

Criteria	Mastering 4	Proficient 3	Developing 2	Emerging 1
<b>Collaborative Skills</b>	<p>Promotes divergent and creative thinking by <b>actively inviting</b> others to participate equally.</p> <p>Acknowledges the <b>strengths/limitations</b> of their ideas</p> <p>Builds on the thinking of others and <b>checks back for group agreement</b></p>	<p>Provides ideas or arguments with <b>convincing</b> reasons, builds off others</p> <p><b>Encourages</b> equal participation by <b>asking</b> clarifying or probing questions, paraphrasing ideas &amp; synthesizing group thinking</p>	<p>Shares ideas, and <b>explains</b> the reasons behind them.</p> <p><b>Acknowledges</b> other's thinking and <b>allows</b> equal participation by both sharing ideas and listening to the ideas of others, Shares ideas and explains the reason behind them</p> <p><b>Acknowledges</b> others' thinking allowing for equal participation by both sharing ideas and listening to ideas of others</p>	<p>Ideas lack <b>supporting</b> reasoning with <b>limited acknowledgment</b> of others' thinking</p> <p>Shares ideas <b>without listening</b> or listens <b>without sharing</b> ideas. Ideas lack supporting reasoning</p> <p><b>Limited acknowledgment</b> of others' thinking</p> <p>Shares ideas <b>without listening</b> or listens <b>without sharing</b> ideas</p>
<b>Active Team Member and Role Player</b>	<p><b>In addition to proficient</b>, uses group roles as opportunities to <b>use strengths or address areas of weakness</b>.</p> <p><b>Actively checks in</b> to understand how others are progressing and how they can be of help.</p>	<p>Knows the roles of <b>self and others</b>. Uses the roles to <b>maximize</b> group effectiveness, and <b>sometimes</b> offers help to others.</p>	<p><b>Accepts</b> role and shows understanding <b>by fulfilling it</b>.</p>	<p>Knows role, and either <b>doesn't help</b>, or occasionally helps, but <b>must be asked</b>.</p>

<p><b>Interpersonal Skills</b></p>	<p>Provides <b>effective feedback about others contributions</b> to encourage a collaborative and respectful environment.</p> <p><b>Invites</b> others to participate equitably.</p>	<p><b>Synthesizes</b> group contributions by <b>asking</b> for clarification and probing questions in a tone that is <b>sensitive</b> to others.</p>	<p>Permits equal participation by sharing and listening to ideas with <b>respectful and sensitive intent</b>.</p>	<p>Shares ideas <b>without considering</b> others or participates <b>without sharing</b> with limited respectful intent.</p>
<p><b>Self-Monitoring</b></p>	<p><b>Initiates</b> the use of group norms to maximize effectiveness and <b>promote ownership</b> of process.</p> <p><b>Models</b> consistently high standards for time management and quality of work.</p> <p>Preparation for meetings <b>surpasses</b> expectations.</p>	<p><b>Understands and follows</b> established group norms and processes, <b>helping others to do the same</b>.</p> <p>Completes all assigned tasks by deadline; <b>work is quality and advances the project</b>.</p> <p>Comes to meetings <b>fully prepared</b>.</p>	<p><b>Understands and follows</b> established group created norms and processes.</p> <p>Completes <b>all assigned tasks by the deadline</b>.</p> <p>Comes to meetings <b>minimally prepared</b>.</p>	<p>Follows established group norms and processes, but <b>only with modeling/reminders</b>.</p> <p>Completes <b>few assigned tasks</b>.</p> <p>Comes to meetings <b>without evidence of preparation</b>.</p>