



STUDENT SCORE

COLLABORATIVE/COOPERATIVE WORKER

EXCEEDING <i>Expectations</i>	MEETING <i>Expectations</i>	PROGRESSING <i>Toward Expectations</i>	EMERGING <i>Learner</i>
-----------------------------------------	---------------------------------------	--------------------------------------------------	-----------------------------------

	4 <i>Exceeding Expectation</i>	3 <i>Meeting Expectations</i>	2 <i>Progressing Toward Expectations</i>	1 <i>Emerging Learner</i>
Team Player	<ul style="list-style-type: none"> ▪ Student's role and production is always equitable within group members. ▪ Responsibility for tasks is always evenly distributed throughout the group. 	<ul style="list-style-type: none"> ▪ Student's role is frequently equitable within the group. ▪ Responsibility for tasks is usually evenly distributed throughout the group. 	<ul style="list-style-type: none"> ▪ Student's role was much less significant than others within the group. ▪ Student assumes much less responsibility than other members of group. 	<ul style="list-style-type: none"> ▪ Student did not have a role within the group. ▪ Student rarely or never assumes responsibility.
Individual Accountability	<ul style="list-style-type: none"> ▪ Student always completes all necessary individual tasks and does not rely on others to do the work. 	<ul style="list-style-type: none"> ▪ Student completes most necessary individual tasks for completion of assessment. Student frequently follows through on individual tasks and does not rely on others to do the work. 	<ul style="list-style-type: none"> ▪ Student occasionally follows through on individual tasks but relies on others to do the work. 	<ul style="list-style-type: none"> ▪ Student rarely or never follows through on individual tasks and relies on others to do the work.
Face-to-face Interaction	<ul style="list-style-type: none"> ▪ Student is always interactive during group work, providing positive feedback, questioning conclusions and reasoning, and teaching and encouraging other members. 	<ul style="list-style-type: none"> ▪ Student is frequently interactive during group work, providing positive feedback, questioning conclusions and reasoning, and teaching and encouraging other members. 	<ul style="list-style-type: none"> ▪ Student is occasionally interactive during group work. 	<ul style="list-style-type: none"> ▪ Student is not interactive during group work.
People Skills	<ul style="list-style-type: none"> ▪ Student always exhibits respect for others. <p>Student always models teamwork skills including: leadership, decision-making, communication, trust-building, and conflict management.</p>	<ul style="list-style-type: none"> ▪ Student frequently exhibits respect for others. ▪ Student frequently models teamwork skills including: leadership, decision-making, communication, trust-building, and conflict management. 	<ul style="list-style-type: none"> ▪ Student occasionally exhibits respect for others. ▪ Student occasionally models teamwork skills including: leadership, decision-making, communication, trust-building, and conflict management. 	<ul style="list-style-type: none"> ▪ Student rarely or never exhibits respect for others. ▪ Student rarely or never models teamwork skills including: leadership, decision-making, communication, trust-building, and conflict management.
Group Processing	<ul style="list-style-type: none"> ▪ Student always identifies and acknowledges actions of peers that were helpful in ensuring effective working relationships and that all group members achieved learning goals. 	<ul style="list-style-type: none"> ▪ Student identifies and acknowledges some peer actions that were helpful in ensuring effective working relationships and that all group members achieved learning goals. 	<ul style="list-style-type: none"> ▪ Student identifies and acknowledges few peer actions that were helpful in ensuring effective working relationships and that all group members achieved learning goals. 	<ul style="list-style-type: none"> ▪ Student does not identify and acknowledge peer actions that were helpful in ensuring effective working relationships and that all group members achieved learning goals.