BEST Collaboration Rubric

**Self-awareness & Personal Responsibility**
How am I building on my strengths, interests, and experiences when planning group tasks and working on my part?

- **Emerging**
  - I can...
    - draw on past experiences when working with my group to establish norms for group processes and to guide my contributions to group tasks. (With guidance)
  - I can also...
    - show a commitment to group goals and adjust my responsibilities to ensure that my contributions help my group meet success criteria for quality work. (With guidance)

- **Developing**
  - I can...
    - work with my group to set group goals, analyze possible approaches to accomplish tasks, and assign individual roles that maximize group potential.
  - I can also...
    - describe how I contributed my strengths and overcame challenges to improve the quality of my group’s final product.

- **Applying**
  - I can...
    - contribute well-supported ideas and validate each team member's contributions with positive reinforcement and constructive feedback.
  - I can also...
    - work with my group to evaluate possible trade-offs and merits of each idea and find a way to resolve conflicts that honor each member's contributions.

- **Extending**
  - I can...
    - follow a process provided by the teacher to advocate for my ideas, consider ideas of others, and work toward group consensus.
  - I can also...
    - affirm the efforts and ideas of others and suggest ways to use them to advance group expectations and planning.

**Communicating**
Do I contribute my ideas clearly, listen respectfully, and encourage the participation of all group members?

- **Emerging**
  - I can...
    - share and elaborate on my perspectives and encourage others to share their perspectives during group dialogue. (With prompting)
  - I can also...
    - justify my point of view with supporting evidence and pose questions or give feedback to others to clarify their points of view. (With guidance)

- **Developing**
  - I can...
    - work with my group to pose questions, seek feedback, and analyze different perspectives in order to modify a position or idea.
  - I can also...
    - work with my group to build consensus when determining tasks and roles needed to achieve group goals, based on each person’s strengths or interests.

- **Applying**
  - I can...
    - support my group by working to complete individual and group tasks and evaluating the effectiveness of our approach or quality of our final product.
  - I can also...
    - analyze alternative approaches that could increase my personal learning or advance the overall quality of my group’s performance.

- **Extending**
  - I can...
    - explain how my contributions could help to meet expectations for completing my group’s work.
  - I can also...
    - contribute ideas and build upon suggestions from others to make possible individual or group course corrections. (With guidance)

**Decision-making & Problem Solving**
How do I show that I value perspectives of others and am willing to work with others to resolve my personal challenges or conflicts between members?

- **Emerging**
  - I can...
    - follow a process provided by the teacher to advocate for my ideas, consider ideas of others, and work toward group consensus.
  - I can also...
    - use my understanding of differing perspectives and approaches to develop shared group goals, roles, and tasks.

- **Developing**
  - I can...
    - affirm the efforts and ideas of others and suggest ways to use them to advance group expectations and planning.
  - I can also...
    - support my group by working to complete individual and group tasks and evaluating the effectiveness of our approach or quality of our final product.

- **Applying**
  - I can...
    - explain how my contributions could help to meet expectations for completing my group’s work.
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    - contribute ideas and build upon suggestions from others to make possible individual or group course corrections. (With guidance)

- **Extending**
  - I can...
    - analyze alternative approaches that could increase my personal learning or advance the overall quality of my group’s performance.
  - I can also...
    - contribute ideas and build upon suggestions from others to make possible individual or group course corrections. (With guidance)

**Contributing & Supporting**
Do I contribute to group expectations by providing feedback on the work and ideas of others, completing my tasks, and assessing the quality of our results?

- **Emerging**
  - I can...
    - follow a process provided by the teacher to advocate for my ideas, consider ideas of others, and work toward group consensus.
  - I can also...
    - use my understanding of differing perspectives and approaches to develop shared group goals, roles, and tasks.

- **Developing**
  - I can...
    - affirm the efforts and ideas of others and suggest ways to use them to advance group expectations and planning.
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  - I can also...
    - contribute ideas and build upon suggestions from others to make possible individual or group course corrections. (With guidance)

**Monitoring & Adapting**
How do the members of my group evaluate our progress and determine when and how we should modify our approach to benefit the group?

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  - I can...
    - follow a process provided by the teacher to advocate for my ideas, consider ideas of others, and work toward group consensus.
  - I can also...
    - use my understanding of differing perspectives and approaches to develop shared group goals, roles, and tasks.

- **Developing**
  - I can...
    - affirm the efforts and ideas of others and suggest ways to use them to advance group expectations and planning.
  - I can also...
    - support my group by working to complete individual and group tasks and evaluating the effectiveness of our approach or quality of our final product.

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