

Tool 4: Reflection and Assessment of Collaboration Skills for Teachers and Students

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TOOL 4:

Reflection and Assessment of Collaboration Skills for Teachers and Students

How can I support reflection and assessment of collaboration?

- How can students self-assess collaboration and set goals?
- How can students assess their own collaborative groups?
- How can I observe and assess student groups?
- How can students reflect on their own progress?
- How can students and teachers assess collaboration skill development?



Why?

If we value collaboration, then we must enable teachers and students to understand collaborative learning goals, reflect on progress, and assess mastery. Tool 4 provides the opportunity for students to engage in the metacognitive activity of reflecting on their collaborative learning experience and gives teachers and students the tools they need to set goals and monitor progress and mastery.

When?

Reflection and assessment occurs before, during, and after the collaborative experience. The tools are intended for students to use before the experience, to set goals and identify areas for growth; for teachers and students during the process, so they have the opportunity to monitor their progress and adapt their behaviors; and for teachers and students after the process, so they can assess growth and mastery.

Where?

These tools are appropriate for all subjects and can be easily adapted for most grade levels (5–12).

Who?

Tools are provided for students, groups, and teachers to observe, assess, and reflect on their collaborative experience.

How?

Look through the questions in Column 1 of the table and select the purpose for the reflection and assessment. Column 2 explains why this area is important. Column 3 shows the resource that corresponds to the question posed in the first column.



Question	Why is this important?	Resources
How can students self-assess collaboration and set goals?	Self-awareness and monitoring/adapting, considered to be the metacognitive skills, are consistent dimensions across all of the essential skills (creativity, communication, collaboration, and self-direction).	Tool 4.1: Student Self-Assessment Tool
How can students assess their own collaborative groups?		Tool 4.2: Collaboration Group Assessment Tool
How can I observe and assess student groups?	Providing students opportunities for reflection and using the results to make adjustments during the process help them develop confidence in their skills.	Tool 4.3: Teacher Group Collaboration Assessment Tool
How can students reflect on their own progress?		Tool 4.4: Post Collaboration Activity Student Self-Assessment & Reflection Tool
How can students and teachers assess collaboration skill development?	The reflection and assessment tools allow teachers to formatively assess the group and provide feedback in the moment.	Collaboration Rubrics



TOOL 4.1

Student Collaboration Self-Assessment Tool

Purpose: Students reflect on their collaboration skills prior to beginning the collaborative work.

To use this tool, follow the four steps listed below:

1. Review the BEST Collaboration Rubric and read through the five collaboration skill areas
2. For each of the five collaboration skill areas, reflect on your current use of the skill, including strengths and areas for growth.
3. Looking at the rubric for your grade band, select the level (from Column 2) that best reflects your current ability and explain why you chose this level (Column 3).
4. Identify one area of strength to build on and one area to improve.

Using the BEST Collaboration Rubric, complete Table 1 by assigning a rating to reflect your current level (Column 2), and provide an explanation for your rating (Column 3).

1. Collaboration	2. My level is... How much guidance do I need to feel confident in my work?	3. Why that level? Explain why you chose your level using the Collaboration Rubric as a guide. What evidence from past work can you use to support choosing this level?	4. Post-assignment reflection <i>To be completed after the project</i> Now that you have completed the assignment, where do you think your level is currently? What evidence from your work can you use to support choosing this level? If you improved, why do you feel this way? If you didn't, what could you do differently next time?
Self-Awareness & Personal Responsibility Do I reflect on past experiences to think about my: • Strengths • Interests • Experiences ... when planning group tasks and working on my part? Do I volunteer to take on tasks? Do I complete the tasks I am assigned to do?	☐ Emerging ☐ Developing ☐ Applying ☐ Extending		



1. Collaboration	2. My level is...	3. Why that level?	4. Post-assignment reflection <i>To be completed after the project</i>
Communicating Do I: • Contribute my ideas clearly? • Listen respectfully? • Encourage the participation of all group members?	☐ Emerging ☐ Developing ☐ Applying ☐ Extending		
Decision-Making & Problem Solving Do I: • Value perspectives of others? • Work with others to resolve conflicts between group members? • Work with others to resolve my personal challenges?	☐ Emerging ☐ Developing ☐ Applying ☐ Extending		
Contributing & Supporting Do I: • Contribute to group expectations by providing feedback on the work and ideas of others? • Complete my tasks? • Assess the quality of our results?	☐ Emerging ☐ Developing ☐ Applying ☐ Extending		
Monitoring & Adapting Do I: • Help the members of my group evaluate our progress? • Determine when and how we should modify our approach to benefit the group?	Emerging Developing Applying Extending		



TOOL 4.2

Group Collaboration Assessment Tool

A team/peer self-assessment tool

This survey tool is designed for groups of students to use in assessing how well their collaborative group worked together in five key areas: taking personal responsibility; communicating; decision making and problem solving; contributing and supporting; and monitoring and adapting.

Two options for tool use:

- Invite students to complete the survey confidentially and independently. Then compile the group's responses. The group's aggregate results can then be shared and discussed.
- Invite students to use the tool to guide a group discussion.

	How did our group do?	Never/Rarely	Some of the Time	Most of the Time	All the Time
Self-Awareness & Personal Responsibility	Group members volunteered to take on tasks or responsibilities.	☐	☐	☐	☐
	Group members took responsibility for their part of the project or activity.	☐	☐	☐	☐
Communicating	Group members shared their ideas and opinions with the group.	☐	☐	☐	☐
	Group members listened carefully to others' points of view.	☐	☐	☐	☐
	When group members shared their ideas, others asked questions or gave them feedback.	☐	☐	☐	☐
	Group members built off each other's ideas.	☐	☐	☐	☐



	How did our group do?	Never/Rarely	Some of the Time	Most of the Time	All the Time
Decision-Making and Problem Solving	All members of our group had a say in team decisions.	☐	☐	☐	☐
	We worked as a team to plan out the group's tasks and responsibilities.	☐	☐	☐	☐
	Our group talked about different solutions or points of view.	☐	☐	☐	☐
	When we had disagreements, group members tried to find ways to agree or compromise.	☐	☐	☐	☐
	Group members seemed comfortable disagreeing with each other.	☐	☐	☐	☐
Contributing and Supporting	Group members were kind and respectful to each other.	☐	☐	☐	☐
	Group members gave compliments, appreciation, or credit to each other for their ideas or solutions.	☐	☐	☐	☐
	Group members helped others out when they were struggling, or there was a problem.	☐	☐	☐	☐
Monitoring and Adapting	Our group took time to talk about what was working and not working.	☐	☐	☐	☐
	Group members made suggestions for ways to improve our group's work.	☐	☐	☐	☐



TOOL 4.3

Teacher Group Collaboration Assessment Tool

This tool is designed for teachers to assess the collaboration within a group as they work on a task. It looks at how students are participating and engaging with other students



Self-Awareness & Personal Responsibility

 Emerging	 Developing	 Applying	 Extending
Most students work with the group to set roles, although these may not relate to the individual strengths of the students or ensure the quality of the work.	Most students work to analyze their approach and plan a fair division of tasks so that each member's contributions meet group expectations for high-quality work.	Almost all of the students in the group divide up roles based on their strengths. They make sure that many students share responsibilities to ensure group success	All students in the group take responsibility for the success of the group. Group members utilize their strengths to help the group succeed, and all students take responsibility for the production of completing the task with high quality
<i>Example: Students spend some time discussing who will do what, but with no or little discussion on who does things well or what their strengths might be to contribute to group success</i>	<i>Example: At the beginning of the task, students discuss how they may "share the load" of the task so that there is a fair breakdown of responsibilities. Most students take ownership of the success of their assigned task.</i>	<i>Example: At the beginning of the task, many of the students explain what they think would be a good role for them to take, and roles are assigned to fit students' strengths as much as possible. Almost all of the students take pride in their work.</i>	<i>Example: At the beginning of the task, all group members spend time discussing where their individual strengths lie, and the group assigns roles within the group to maximize these strengths.</i>





Communicating

 Emerging	 Developing	 Applying	 Extending
Only some students listen well to peers.	Most students listen to peers but typically only briefly, as they wait their turn to speak.	Many students in the group are actively and constructively engaged in listening to their peers. Many group members contribute their ideas and provide feedback.	All or nearly all students listen actively, patiently, and attentively to peers. All group members contribute their ideas and provide feedback.
<i>Example: Most students do not listen well to peers. They ignore, interrupt, or do not make eye contact with peers when they are talking.</i>	<i>Example: Many students listen fairly well to peers. Many exchanges are brief, and students do not show interest by asking follow-up questions. A few students interrupt, ignore peers when they are talking or fail to make eye contact with them.</i>	<i>Example: Many students listen to their peers, and some may ask follow-up questions to show engagement. A few students are distracted by off-task behaviors.</i>	<i>Example: Exchanges show students are interested and actively listening to peers. Students make strong eye contact and ask follow-up questions that show they are listening.</i>





Decision-Making & Problem Solving

 Emerging	 Developing	 Applying	 Extending
There is limited or no discussion among students related to the activity. Students do not work collectively as a group. Students do not engage in any shared group decision making.	Students engage in some group planning or decision making, but the engagement is not sustained throughout the class and may not include all group members.	Many students contribute their ideas or opinions related to the activity, and most engage in an ongoing, reciprocal exchange. Many students engage in group planning or decision making.	All or nearly all students contribute to the discussion. Students engage in a constructive, sustained, and reciprocal exchange of ideas and opinions related to the activity/problem. They plan and make decisions as a group.
<i>Example: Students are sitting together and engage in verbal exchanges related to tasks, but no group decisions or check-ins related to a group direction, goals, or progress take place.</i>	<i>Example: Students briefly discuss the activity as a group, divide up responsibilities, and then work primarily on their own for most of the activity period. Or there is some verbal exchange between students related to tasks, but there is minimal, infrequent group decision making related to maintaining a group direction, goals, or checking on the group's progress.</i>	<i>Example: Most students ask follow-up questions and build on others' ideas, but some may just share their opinion and listen politely, allowing others to do the work of planning and decision making.</i>	<i>Example: All students contribute their opinions and help set direction. Group members weigh options and the varying preferences and positions of group members before making a group decision.</i>





Contributing & Supporting

 Emerging	 Developing	 Applying	 Extending
Some students are unfriendly, unkind, and disrespectful to each other some of the time.	Most students are friendly, kind, and mutually respectful most of the time. A few unfriendly or disrespectful students or exchanges are observed.	Many students are friendly, kind, and mutually respectful. Group members give credit to one another for solutions.	All or nearly all students are always friendly, kind, and mutually respectful; they treat one another as individuals and equals. There are no incidences of unfriendly or disrespectful exchange. Group members help each other out when there are problems.
<i>Example: There is some evidence of social exclusion or avoidance among some students. There are more than a few incidences when students tease each other or exchange mean-spirited, sarcastic, or disrespectful comments.</i>	<i>Example: Many students interact positively with one another. There are a few minor incidents when there is evidence that playful banter or good-natured teasing may have gone a bit too far. There are some mildly sarcastic remarks.</i>	<i>Example: Many students interact positively with one another. Some students might keep to themselves, but they are not disrespectful.</i>	<i>Example: There is a warm social atmosphere. Groups of students mix freely. Students smile and interact with one another. Any playful banter or joking is always good-natured.</i>





Monitoring & Adapting

 Emerging	 Developing	 Applying	 Extending
There is limited discussion once the project is underway. Feedback, if given, may be negative in tone.	One or two students will give feedback to students on the project.	Most students contribute to the discussion of seeing how they are doing on their goals. The students who do participate give helpful feedback.	All or nearly all students contribute to the discussion about how they are doing on the project goals. Students have a positive exchange of ideas on how the project is going and make adjustments to the group approach to improve the process.
<i>Example: Students may give feedback that is not constructive or helpful, or are unwilling to take part in the process.</i>	<i>Example: Only a small group of “leaders” give feedback, and those students receiving it may or not be attentive to the feedback.</i>	<i>Example: Most group members give feedback, while those who don’t are listening and willing to accept feedback for themselves.</i>	<i>Example: All group members took time to discuss what was working and not working and made suggestions on how to improve their work.</i>

¹ Adapted from Wendy Surr et al. (2018), *Learning with Others: A Study Exploring the Relationships Between Collaboration, Personalization, and Equity (Final Report)*, (Washington, DC: American Institutes for Research and the JFF Student-Centered Learning Research Collaborative, October 2018), https://jfforg-prod-new.s3.amazonaws.com/media/documents/18-5487_AIR_Learning_with_Others_EXT_Final_Report_10518_links_Final.pdf.

Adapted from the AIR Collaboration Observation Tool found in “Learning with Others: A Study Exploring the Relationship Between Collaboration, Personalization, and Equity,” from the American Institute for Research, www.air.org.



TOOL 4.4

Post Collaboration Activity Student Self-Assessment & Reflection Tool

Directions: Answer the following questions reflecting on your collaborative experience during the learning task.

Goal Setting & Planning

Work with your team to analyze project-specific expectations and resources needed to formulate a plan with key steps and strategies to complete the project.

1. What plan did your team and you formulate with key steps to complete the project and meet the learning outcomes?



Decision-Making & Problem Solving

How do you show that you value perspectives of others and are willing to work with others to resolve conflicts between members or your personal challenges?

2. How did your team and you come to a consensus to determine tasks and roles needed to achieve the group's goals?





Self-Awareness & Personal Responsibility

How are you building on your strengths, interests, and experiences when planning group tasks and working on my part?

3. What responsibilities did you take on during the learning process?

4. How did your strengths assist you in accomplishing your task?



Communicating

Do you contribute your ideas clearly, listen respectfully, and encourage the participation of all group members?

5. How did you demonstrate communication skills (contributing and giving feedback) during the learning process?





Monitoring & Adapting

How do the members of your group evaluate your progress and determine when and how you should modify your approach to benefit the group?

6. What obstacles/challenges did your teammates and you encounter during the collaborative learning experience?

7. How did your team and you overcome these obstacles/challenges?

8. What successes did your teammates and you encounter during the collaborative learning experience? Why were your team and you able to be successful?





Contributing & Supporting

Do you contribute to group expectations by providing feedback on the work and ideas of others, completing your tasks, and assessing the quality of your results?

9. What evidence is there that demonstrates your contributions to accomplishing the learning target/task?

10. What could your team and you have done differently that would have increased your team and/or your personal learning?



TOOL 4.5

BEST Collaboration Teacher Individual Student Observations Form

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November 2021

Collaboration Skill - Focus Area	Student Name	Observation

