## Collaborative Learning Rubrics

**Dimension – Getting input from others on own learning**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | give reasons for and against my opinion using evidence | I explain how evidence supports my opinion |  |  |  |  |  |  |  |
|  | make sure everyone’s suggestions are heard |  |  | I check with others why they think the way they do about my opinion |  |  | asking others for suggestions to improve my work | Various people who will give me the truth so I get a range of feedback |  | I check that I understand the feedback |
|  |  | explain my opinion so the group understands | I give reasons for my opinion |  | I use the group to help me | I make sure I get feedback from the group on my work | asking others if it is ok to hand in | Someone who I know will give me the truth |  |  |
|  | discuss my suggestions with the group |  |  | I ask others what they think of my opinion | I ask group members that I like |  |  | Someone who I know will give me positive feedback | I listen and ask questions if I need to |  |
|  | tell the group what to do | Give my opinion |  |  |  |  |  |  | I try to convince them that I am correct | I make the changes suggested |
| Insufficient evidence | do not make suggestions | do not give my opinion | I just give my opinion | I don’t ask others what they think of my opinion | I don’t ask the group, I ask my teacher | I don’t need to ask the group for feedback on my work | checking it myself | I don’t ask for feedback | I ignore it | I don’t use it |
| **Item stem presented to students** | When the group needs suggestions I | When the group needs opinions about something I… | The way I give support for my opinion is… | When I give my opinion | When I need help when I work in groups | When I am working in groups and have to hand in my own work | When I am working in groups I check the quality of my work by | I ask for feedback from.. | When I get feedback from the group | When I get feedback |
| **Indicative behaviour linked to item stem** | Gives own suggestions to group | Expresses own perspective | Uses evidence to support own perspective | Seeks input from others on own perspective | Seeks help | Seeks feedback from others | Requests feedback on quality of own task | Selects source of feedback | Responds to feedback | Uses feedback |
| **Domain** | Gives own ideas | | | Seeks input from others on own ideas | Seeks help for self from others | Initiates feedback on self |  |  |  |  |
| **Capability** | **Interaction** | | | | **Help-seeking** | **Feedback** | | | | |

**Dimension – giving input to others on learning**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | I show others that I am listening by explaining their opinion back to them |  | I question their opinion using evidence | asking others to provide evidence for their opinions |  |  |  |  |
|  | I look at the person speaking while thinking of questions to ask |  |  |  | asking group members for their opinions to help me decide my own opinion |  |  | I have a conversation with the person about the quality of their work |
|  |  | I ask questions to explain what I don’t understand |  | making sure I find out what other opinions are so I have all the information |  | I make sure I explain how to get the answer | I make sure others feel comfortable to ask me for feedback | I compare the work to the standard the teacher has set |
|  |  |  | I explain why I disagree | finding others who have the same opinions as me |  |  |  | I tell the person if their work is good or bad |
|  | I listen and don’t interrupt | I say ‘I don’t understand’ | I just say ‘I disagree’ |  | listening to group members’ opinions | I just give the answer | I give feedback to group members when the teacher tells me to |  |
| Insufficient evidence | I don’t listen to others’ opinions | I don’t check | I don’t say why | I don’t look for different opinions | I don’t use group members as a resource | I don’t give help | I don’t give feedback to my group members | I don’t give feedback |
| Item stem presented to students | When others in the group give their opinions .. | If I don’t understand others’ opinions.. | When I disagree with others' opinions | When I am working in groups I explore different opinions by | When I am working in groups I use other group members to help form my opinion by | When my group members ask me for help.. | When I work in groups .. | When I give feedback.. |
| **Indicative behaviour linked to item stem** | Listens to others’ opinions | Seeks clarification on others’ opinions | Questions others’ opinions | Seeks others perspective | Engages in others’ perspectives | Provides help to others | Views giving feedback to others as a role for self | Provides feedback to others |
| Domain | **Seeks others perspective** | | | | | **Helps others** | **Gives feedback to others** | |
| Capability | **Interaction** | | | | | **Help-seeking** | **Feedback** | |

**Dimension – assuming responsibility for groups’ learning/utilising group work**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | I lead the group to make a plan | I lead a discussion to make sure the whole group knows our progress | I lead a group discussion to make a plan to finish |  |  | I can write about how we solve problems including the working out | I can lead groups to form an opinion | I discuss what we have learned as a group |  | I check if each group member needs help | I lead a group discussion about our final product |  |
|  |  |  |  | I discuss with the group why our plan isn’t working | If a group member is not learning I help them | I explain how to solve the problem |  |  |  | I monitor the group’s progress |  | discuss with the group what we could have done better |
|  |  | I join a discussion about the progress my group is making |  |  | I check that all group members are learning |  |  | I think about what I learned | I make sure the group explores ways to move forward |  |  | look at what I could have done better |
|  | I join a discussion with the group to make a plan |  |  |  |  |  |  |  | I ask the best group member to work it out |  |  | tell the group members what they could have done better |
|  | I ask the teacher to make a plan | I check the progress of my group | I ask the group to try harder | I tell the group we need a different plan |  | I join a discussion about how to solve a problem | I participate in a discussion about a group opinion |  | I think only the teacher can help | I help if someone asks | I participate in a group discussion about our final product |  |
| Insufficient evidence | I don’t need the group to make a plan | I don’t check the progress of my group | I don’t do anything | I don’t know what to do | I don’t take responsibility for the learning of others | I don’t solve problems for my group | I don’t join a discussion about a group opinion | I don’t think about what we learned | I don’t do anything | I don’t check | I don’t think about the group’s final product | don't think about it |
| Item stem | If my group doesn’t make a plan | To check the progress of my group | If the group is getting behind | If my group’s plan is not working | I take responsibility for others’ learning | If my group has to solve a problem | If the group has to form an opinion together | When my group finishes a task | When the group is stuck | When I work in groups I check if the group needs help | When I work in groups and I think about the groups final product | If my group does not do well I |
| Indicative behaviour | Plans together | Checks group progress | Manages group progress | Reviews plan | Takes responsibility for others’ learning | Solves problems with others | Leads discussion for development of group perspective making | Reflects on group learning | relies on teacher for help | Monitors understanding of others | Reviews group product |  |
| Domain | **Manages group** |  |  |  |  |  |  |  | **Selects source for getting help for the group** | **Contributes to others’ learning** | **Provides group level feedback** | |
| Capability | **Interaction** | | | | | | | | **Help-seeking** | | **Feedback** | |