NACA Group Work Rubric

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|  | Proficient | Nearing Proficiency | Below Proficient | Comments |
| Respect | I almost always treat all of my group members respectfully by being kind and helpful to each member and by intentionally including all group members in discussions and in group work and by actively listening to all group members’ ideas.  | I treat most group members respectfully, but I am unwilling to work with a few students in the class if I don’t know them or don’t like them. I don’t intentionally exclude group members but will not try to stop another group member from doing so. | I struggle to engage with group members and/or to listen to group members. I may refuse to help other group members when they ask, or I may exclude certain group members from discussions or tasks.  |  |
| Responsibility | I almost always help my group members to stay on task and to use our time well in order to do our best to accomplish the task at hand. | I sometimes help my group members to stay on task and use our time well. | I distract my group members from being on task and cause my group to use its time poorly. |  |
| Perseverance | Even when a task is confusing, difficult or complex, I don’t give up for extended periods of time. I ask questions of my group members first and then of the teacher in order to keep moving forward in a productive way, without getting stuck or getting off task.  | When I feel confident about what to do, I can work for an extended period of time. I am willing to ask for help from the teacher if I get stuck.  | I struggle to work on open ended tasks. When I am confused, I give up easily. I don’t usually ask for help from my peers or from the teacher. Instead, I just talk to my friends or do something off task until the teacher tries to get me back to work. |  |
| Community Service | I can do my part in making sure that my group works well together and shares the work among all group members (I don’t take over all the work nor sit back and let my group members do my work for me) | I try to help my group in some way, but I might do a little too much or a little too little work on an assignment compared to my other group members. | I allow my group’s finished product to have a large imbalance in the amount of work contributed by each member. Some members of my group may have done almost everything while other members did almost nothing.  |  |
| Culture | I value all group members’ different strengths, learning styles, identities and opinions. Even when someone is quite different from me, I am able to successfully work with him or her in a group for the sake of learning or to accomplish a task. When my group has a difference of opinion, I am able to help my group reach a decision that everyone is OK with.  | I value some different strengths, learning styles, identities, and opinions. To a certain extent, I can work with peers who are different from me. I don’t cause arguments in my group, but I am also not very comfortable in helping my group work through them. | I have trouble working with peers who are different from me. I prefer my own ideas and opinions and am sometimes unwilling to consider other ideas or opinions. I tend to start arguments with group members if my group doesn’t want to use my ideas.  |  |
| Reflection | I can accurately self reflect on how well I work in a group according to these criteria.  | I try to self reflect but still don’t have a clear picture of what successful group work looks like. | I don’t think very hard about my self reflections and tend to rate myself very differently than my teacher would rate me, without having sound reasons for doing so.  |  |