



# COLLABORATIVE/COOPERATIVE WORKER

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