

COLLABORATION RUBRIC

GRADES K-2



CATALINA FOOTHILLS SCHOOL DISTRICT

TUCSON, ARIZONA

General Description and Suggestions for Use

The district’s strategic plan, Envision21: Deep Learning, forms the basis for a focus on cross-disciplinary skills/proficiencies necessary for preparing our students well for a 21st century life that is increasingly complex and global. These skills, which are CFSD’s “deep learning proficiencies” (DLPs) are represented as 5c + s = dlp. They are the 5Cs: (1) Citizenship, (2) Critical Thinking and Problem Solving, (3) Creativity and Innovation, (4) Communication, (5) Collaboration + S: Systems Thinking. CFSD developed a set of rubrics (K-2, 3-5, 6-8, and 9-12) for each DLP.

These rubrics were developed using a backward design process to define and prioritize the desired outcomes for each DLP. They provide a common vocabulary and illustrate a continuum of performance. By design, the rubrics were not written to align to any specific subject area; they are intended to be contextualized within the academic content areas based on the performance area(s) being taught and assessed. In practice, this will mean that not every performance area in each of the rubrics will be necessary in every lesson, unit, or assessment.

The CFSD rubric for **Collaboration** was designed as a cross-disciplinary tool to support educators in teaching and assessing the performance areas associated with this proficiency:

- **Group Goals and Roles**
- **Cooperation and Flexibility**
- **Productivity**
- **Responsiveness**
- **Self-Regulation and Reflection**

This tool is to be used primarily for formative instructional and assessment purposes; it is not intended to generate psychometrically valid, high stakes assessment data typically associated with state and national testing. CFSD provides a variety of tools and templates to support the integration of **Collaboration** into units, lessons, and assessments. When designing units, teachers are encouraged to create authentic assessment opportunities in which students can demonstrate mastery of content and the deep learning proficiencies at the same time.

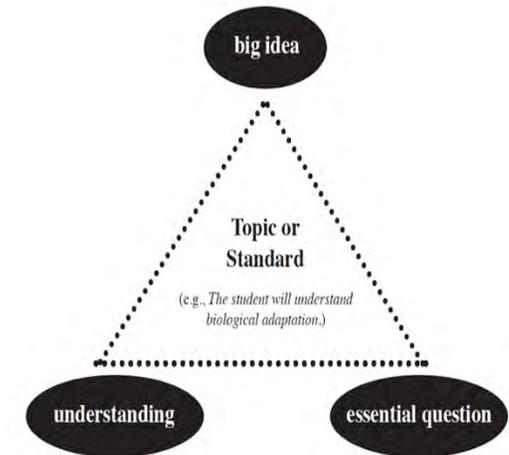
The approach to teaching the performance areas in each rubric may vary by subject area because the way in which they are applied may differ based on the field of study. Scientists, mathematicians, social scientists, engineers, artists, and musicians (for example), all collaborate, solve problems, and share their findings or work within their professional communities. However, the way in which they approach their work, the tools used for collaboration, and the format for communicating their findings may vary based on the profession. These discipline-specific expressions of the 5Cs + S may require some level of customization based on the subject area. Each rubric can also be used to provide students with an opportunity to self-assess the quality of their work in relation to the performance areas. Student-friendly language or “I can” statements can be used by students to monitor and self-assess their progress toward established goals for each performance area.

Transfer

CFSD educators prioritize understanding and transfer to ensure that learning extends beyond the school experience. This 2019 version of the DLP, **Collaboration**, includes long-term **transfer goals** that describe autonomous applications of student learning in college, career, and civic life. “Drill and direct instruction can develop discrete skills and facts into automaticity...but they cannot make us truly able. Understanding is about *transfer*, in other words. To be truly able requires the ability to transfer what we have learned to new and sometimes confusing settings. The ability to transfer our knowledge and skill effectively involves the capacity to take what we know and use it creatively, flexibly, fluently, in different settings or problems, on our own” (Wiggins and McTighe, 2011, p. 40).

Big Ideas

This 2019 version of the DLP, **Collaboration**, includes a set of Understandings and Essential Questions (UEQs) developed by an interdisciplinary team of K-12 teachers and administrators with guidance from Jay McTighe, author of *Understanding by Design*. These big ideas will guide teachers toward the thoughtful design of assessments, units, and lessons that will facilitate transfer of deep learning. “Because big ideas are the basis of unified and effective understanding, they provide a way to set curriculum and instructional priorities...they illuminate experience; they are the linchpin of transfer...” (Wiggins and McTighe, 2011, p.71). “Understandings are the specific insights, inferences, or conclusions about the big idea you want your students to leave with” (Wiggins and McTighe, 2011, p. 80). “Essential questions make our unit plans more likely to yield focused and thoughtful learning and learners” (McTighe, 2017; McTighe & Wiggins, 2013, p. 17). The figure on the right represents the interrelationship among big ideas, understandings, and essential questions.



The **DLP Understandings** are written for K-12 because they express lasting, transferable goals for student learning. Understandings are meant to be revisited over time and across contexts. The continuity of working toward the same goals will help students deepen their understanding from Kindergarten to 12th grade. Understandings are primarily planning tools for teachers, although teachers may choose to share them with their students, if appropriate. Communicating an Understanding does not give away “the answer,” since simply stating an Understanding is not the same as truly grasping its meaning.

The **Essential Questions** are teaching and learning tools that help students unpack the Understandings. They support inquiry and engagement with deep learning and therefore may vary in complexity across grade levels.

Collaboration Transfer Goals and UEQs

Transfer Goals	
<p>Students will be able to independently use their learning to . . .</p> <ul style="list-style-type: none"> Work effectively with, and learn from, others in a variety of personal and professional contexts. 	
Understandings	Essential Questions
Students will understand that . . .	Students will keep considering . . .
<p>1. The purpose of collaboration is to work together effectively and efficiently in order to meet a goal.</p>	<ul style="list-style-type: none"> What makes a group effective? How will our group work best together? How will our group address and resolve conflict? How will we know that we met our goal?
<p>2. Effective group members are interdependent and take on meaningful roles, which vary according to the task and the group.</p>	<ul style="list-style-type: none"> How will our group work best together? What role should I take to help my group reach our goal? How can I be an effective leader?

Self-Regulation and Reflection Transfer Goals and UEQs

Transfer Goals	
<p>Students will be able to independently use their learning to . . .</p> <ul style="list-style-type: none"> Improve performance and persevere through challenges by applying deliberate effort, appropriate strategies, and flexible thinking. 	
Understandings	Essential Questions
Students will understand that . . .	Students will keep considering . . .
<p>1. Effective learners set goals, regularly monitor their thinking, seek feedback, self-assess, and make needed adjustments.</p>	<ul style="list-style-type: none"> How am I doing? How do I know? What are my next steps? What is the most effective way to monitor my progress? How do I know which feedback will help me improve my work? How can I get useful feedback?

	<ul style="list-style-type: none"> • How do I prioritize my work?
2. We can always improve our performance through deliberate effort and use of strategies.	<ul style="list-style-type: none"> • How can I keep getting better at collaboration?
3. Effective learners are flexible and persevere when they encounter challenges.	<ul style="list-style-type: none"> • What do I do when I get stuck? • How does my mindset affect my performance?

The deep learning proficiencies (5c+ s) are highly interconnected. For example, productive collaboration is contingent upon effective communication. Efficient and effective problem solving often requires collaboration skills. Divergent and convergent thinking, which are traits of Creativity and Innovation, are directly related to critical thinking. Our students will need to use a combination of proficiencies to solve problems in new contexts beyond the classroom. Therefore, it is important to be clear about which proficiency and/or performance area(s) are the focus for student learning, and then to assist students in understanding the connections between them and how they are mutually supportive.

What does Score 1.0 – Score 4.0 mean in the rubrics?

The rubrics are intended to support student progress toward mastering the deep learning proficiencies (DLPs). Four levels of performance are articulated in each rubric: Score 1.0 (Novice), Score 2.0 (Basic), Score 3.0 (Proficient), and Score 4.0 (Advanced). The descriptions follow a growth model to support students in developing their skills in each performance area. Scores 1.0 (Novice) and 2.0 (Basic) describe positive steps that students might take toward achieving Score 3.0 (Proficient) or Score 4.0 (Advanced) performance.

When using the rubrics to plan for instruction and assessment, teachers need to consider the knowledge and skills described in the Score 2.0 column (Basic) to be embedded in the Score 3.0 (Proficient) and 4.0 (Advanced) performance. The Novice level (Score 1.0) indicates that the student does not yet demonstrate the basic skills within the performance area, but that he/she exhibits related readiness skills that are a stepping-stone to a higher level of proficiency. Descriptions at the Novice level also include likely misconceptions that the student might exhibit.

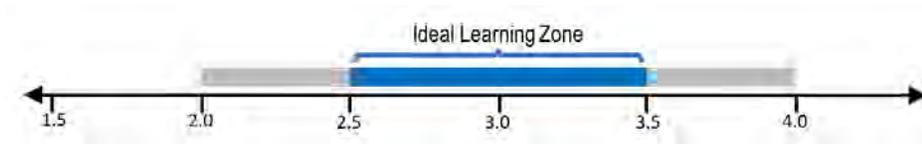
The descriptive rubrics are designed to illustrate students' depth of knowledge/skill at various levels in order to facilitate the instructional and assessment process for all learners. At some performance levels, the indicators may remain the same, but the material under study is more or less complex depending on the grade level band (for example: the complexity of the material at grades 6-8 differs from that of grades 3-5 or 9-12).

The following descriptions explain the four levels on the rubric:

- Score 1.0 (Novice): Describes student performance that demonstrates readiness skills and/or misconceptions and requires significant support.
- Score 2.0 (Basic): Describes student performance that is below proficient, but that demonstrates mastery of basic skills/knowledge, such as terms and details, definitions, basic inferences, and processes.

- Score 3.0 (Proficient): Describes student performance that is proficient – the targeted expectations for each performance area of the DLP.
- Score 4.0 (Advanced): Describes an exemplary performance that exceeds proficiency.

The image below represents the ideal learning zone for students as 2.5 – 3.5.



Glossary

With adult support/guidance: In this rubric, working with adult support or guidance refers to a teacher walking an individual student through the process step-by-step. “With adult support” does not include whole class scaffolding strategies such as graphic organizers, turn and talk, etc.

Sources

The following sources directly influenced the revision of CFSD’s rubrics:

- Catalina Foothills School District. (2011, 2014, 2015, 2018). Rubrics for 21st century skills and rubrics for deep learning proficiencies. Tucson, Arizona.
- EdLeader21 (2013). 4Cs rubrics. Tucson, Arizona. [Adaptations from 4Cs Rubrics]
- McTighe, J., & Wiggins, G. P. (2013). Essential questions: Opening doors to student understanding. Alexandria, Virginia: ASCD.
- Rhodes, T. L. (Ed.) (2010). Assessing outcomes and improving achievement: Tips and tools for using rubrics. Association of American Colleges and Universities: Washington D.C. [Adaptations from VALUE rubrics, VALUE Project]
- Wiggins, G.P. & McTighe, J. (2011). The understanding by design guide to creating high-quality units. Alexandria, Virginia: ASCD.

COLLABORATION

DLP PERFORMANCE AREA	1.0 (Novice) The student may exhibit the following readiness skills for Score 2.0:	2.0 (Basic) When presented with a grade-appropriate task, the student:	3.0 (Proficient) In addition to Score 2.0, the student:	4.0 (Advanced) In addition to Score 3.0, the student may:
GROUP GOALS AND ROLES	<p>Goals: Sets goals for individual work related to the task.</p> <p>Identifies group members' individual goals.</p> <p>Roles: Identifies roles within a group with adult support.</p> <p>Completes assigned tasks with adult support.</p> <p>See possible student misconceptions following the rubric.</p>	<p>Goals: Explains the group's long-term goals (what will be accomplished at the conclusion of the task) and/or establishes goals on a daily basis (what will be accomplished on a single day).</p> <p>Roles: Identifies roles within a group.</p> <p>Completes assigned tasks.</p>	<p>Goals: Establishes daily goals in relation to long-term goals.</p> <p>Describes group members' progress toward group goals (<i>for example: explains group's successes and challenges and/or how the use of specific strategies has impacted their progress</i>).</p> <p>Roles: Explains the duties and responsibilities of roles within the group.</p> <p>Fulfills a role, including leadership, with clearly defined expectations (<i>for example: uses a pre-determined list of "job" requirements, follows directive instructions or prompts from a teacher or group member, etc.</i>).</p>	<p>Goals: Prioritize and monitor individual and group progress toward goals, making sufficient corrections and adjustments when needed.</p> <p>Roles: Explain the duties and responsibilities of different group roles needed to complete the task.</p> <p>Fulfill assigned role(s) and responsibilities in order to complete the task and meet the goals.</p>
COOPERATION AND FLEXIBILITY	<p>Norms: States agreed-upon norms for collaboration (<i>for example: "I will wait until the speaker is finished before I begin to speak"</i>).</p> <p>Conflict Resolution: Describes challenges or disagreements that occur during the collaborative process with adult support.</p>	<p>Norms: Explains how the norms support effective collaboration.</p> <p>Follows traditional classroom norms (<i>for example, waiting to talk until the speaker has finished, raising a hand to contribute, setting aside distractions, etc.</i>).</p> <p>Conflict Resolution: Describes challenges or differences of</p>	<p>Norms: Explains how different norms might be appropriate in different settings.</p> <p>Follows agreed-upon norms to ensure collaboration and sharing of ideas (<i>for example: listen to ideas from all group members, practice wait time, etc.</i>).</p>	<p>Norms: Overtly reinforce norms for collaboration when facilitating and/or participating in group work (<i>for example, "Let's give Pat time to talk," "What do you think, Irene?"</i>).</p> <p>Add norms as needed (<i>for example: in response to challenges, feedback, etc.</i>).</p>

	See possible student misconceptions following the rubric.	opinion that occur during the collaborative process.	Conflict Resolution: Uses strategies to respectfully address challenges that arise within the group (<i>for example: rephrasing others' ideas, using "I" statements</i>). Sets a positive tone in words and actions (<i>for example: accepts responsibilities with a positive attitude</i>).	Conflict Resolution: Anticipate challenges that might occur during the collaborative process and propose solutions to address them.
PRODUCTIVITY	Contribution: States own opinions and ideas to group members. Quality: Submits products that are relevant to the task. See possible student misconceptions following the rubric.	Contribution: States own opinions and ideas that relate to the general topic. Quality: Submits products that meet the basic criteria for the assigned task.	Contribution: Contributes relevant ideas and opinions to support group goals. Quality: Submits products that meet the detailed requirements for the assigned task.	Contribution: Share concerns, insights, and resources with the group. Quality: Submit products that exceed the requirements for the assigned task.
RESPONSIVENESS	Use of Feedback: Makes changes to ideas and processes. Feedback to Others: Responds to specific questions about others' work. See possible student misconceptions following the rubric.	Use of Feedback: Makes simple revisions to ideas and processes based on specific, directive feedback (<i>for example: changes the color of an image after being told to do so</i>). Feedback to Others: Provides general feedback to others (<i>for example: "That looks nice." or "I think you need to make revisions to the first part."</i>).	Use of Feedback: Makes simple revisions to ideas and processes based on specific feedback. Feedback to Others: Delivers feedback respectfully (<i>for example: critiques the work and not the individual, avoids negative language, "I think you could make this better by...", "Next time, you could..." etc.</i>).	Use of Feedback: Make effective revisions to ideas and processes based on specific feedback. Feedback to Others: Provide specific feedback based on the rubric or criteria for the task.
SELF-REGULATION AND REFLECTION	Reflection: Identifies own strengths and weaknesses in collaborating with others with adult support.	Reflection: Identifies own strengths and weaknesses in collaborating with others.	Reflection: Describes the learning (content and/or collaboration) that resulted from the collaborative experience (<i>for</i>	Reflection: Assess individual and/or group performance in response to feedback based on the rubric or criteria for the task.

	<p>Planning: Sets individual and group goals for collaboration with adult support.</p> <p>Mindset: Explains the relationship between effort and success <i>(for example: “The harder I work at this, the better I’ll be at it”; “I will work harder in this class from now on.”)</i>.</p> <p>See possible student misconceptions following the rubric.</p>	<p>Planning: Sets individual and group goals for collaboration.</p> <p>Mindset: Demonstrates a desire to improve <i>(for example: employs more practice, sets goals for improvement, asks for help from others instead of giving up)</i>.</p>	<p><i>example: explains the ways in which individuals and the group benefitted).</i></p> <p>Planning: Sets goals for individual and group collaboration based on feedback and/or the rubric.</p> <p>Mindset: Demonstrates a growth mindset (the belief that he or she can get “smarter” at collaborating through effective effort) in response to setbacks and challenges <i>(for example: persists on difficult tasks, takes risks in the learning process, accepts and uses feedback/ criticism, is comfortable making mistakes, explains failure from a growth mindset perspective)</i>.</p>	<p>Planning: Seek out, select, and use resources and strategies to achieve goals for improving collaboration.</p> <p>Mindset: Promote a growth mindset in group members <i>(for example: by encouraging risk taking in the learning process)</i>.</p> <p>Proactively improve own areas of weakness by employing effective strategies to increase growth mindset <i>(for example: perseverance, taking risks, effective decision-making, actively seeking others’ feedback, deliberate practice, finding and using external resources [skilled peers, other adult experts] to enrich and extend learning)</i>.</p>
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Possible Misconceptions: K-2 Collaboration

The following chart lists possible misconceptions about **Collaboration**. Understanding student misconceptions can help teachers develop lessons that proactively address these barriers to deep learning and transfer.

<i>Students might exhibit the following misconception, belief, or perception that...</i>		
Group Goals and Roles	Goals	<ul style="list-style-type: none"> • The task or problem is the goal for the group. • Individual goals are more important than the group’s goal. • As long as the goal is met in the end, the group was successful.
	Roles	<ul style="list-style-type: none"> • Roles are fixed and not fluid. • Everyone is equally effective in every role. • If someone is good at one role, they should always take that role. • Roles don’t matter; if everyone works, the task will get done. • As long as everyone completes individual tasks the goal will be met. • Leadership means telling other people what to do. • The leader’s ideas hold more weight. • The leader knows more and/or has better skills than the group members. • Completing a task is contributing to the group, even if the tasks aren’t equitable. • As long as the goal is met in the end, the group was successful. • I should only contribute to tasks that were assigned to me.
Cooperation and Flexibility	Norms	<ul style="list-style-type: none"> • As long as a group is established, the work will be collaborative. • There is no need to establish group norms if our classroom has norms. • We only need norms when we’re working with people we don’t know or get along with; we don’t need norms when we are working with friends.
	Conflict Resolution	<ul style="list-style-type: none"> • As long as the goal is met in the end, the group was successful. • If someone disagrees with me then s/he is wrong. • Disagreement is bad and harms the collaborative process. • When there is a conflict, the teacher will resolve it. • Compromising is the same as losing. • Compromise is the only way to resolve conflicts.

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<i>Students might exhibit the following misconception, belief, or perception that...</i>		
Productivity	Contribution	<ul style="list-style-type: none"> • Contributing means having a new idea. • When someone shares an idea, we have to use it exactly as stated. • Any idea is a good idea.
	Quality	<ul style="list-style-type: none"> • Work completion is all that matters. • If it looks nice, it's high-quality. • If it doesn't look perfect, it's not a high-quality product. • It is most important to complete work quickly. • Deadlines don't apply to me; I'll always get more time if I need it.
Responsiveness	Use of Feedback	<ul style="list-style-type: none"> • When the tasks are completed, we are done. • Feedback is negative. • It is other people's responsibility to tell me how to improve my work. • If I didn't get any feedback, I don't need to change or add anything. • Asking general questions (for example: "What do you think?" "Is this good?") will elicit effective feedback.
	Feedback to Others	<ul style="list-style-type: none"> • Feedback is telling others nice things about their work or basing responses on personal opinions. • Feedback means finding something wrong with others' work. • Any feedback is good feedback. • Everyone needs the same type of feedback. • Feedback is negative. • General feedback (for example, "Good job.") is enough to help someone improve.

Possible Misconceptions: K-2 Self-Regulation and Reflection

The following chart lists possible misconceptions about **Self-Regulation and Reflection**. Understanding student misconceptions can help teachers develop lessons that proactively address these barriers to deep learning and transfer.

<i>Students might exhibit the following misconception, belief, or perception that...</i>		
Self-Regulation and Reflection	Reflection	<ul style="list-style-type: none"> • Reflection is all about what I think; other people’s perspectives don’t matter. • Only the teacher’s perspective matters when it comes to identifying strengths and weaknesses. • I don’t have any weaknesses. • I don’t have any strengths. • All weaknesses affect my performance in the same way. • Reflection is a waste of time; I don’t need to reflect to improve.
	Planning	<ul style="list-style-type: none"> • A goal is the same thing as a plan. • Any goal is a worthy goal. • Short-term goals aren’t important. • I don’t need a plan; if I set a goal, I will achieve it. • I should set goals in areas where I am already successful. • I should set the same goal over and over. • Someone else will give me resources and ideas about how to improve.
	Mindset	<ul style="list-style-type: none"> • Collaboration is a talent and not a skill; I am as good at it as I’ll ever be. • If I’m really good at something, I won’t encounter any challenges. • If I experience a setback, I’ve failed. • Others’ feedback can’t help me. • Mistakes are bad; smart people don’t make mistakes. • The safe route leads to guaranteed success.

COLLABORATION RUBRIC

GRADES 3-5



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TUCSON, ARIZONA

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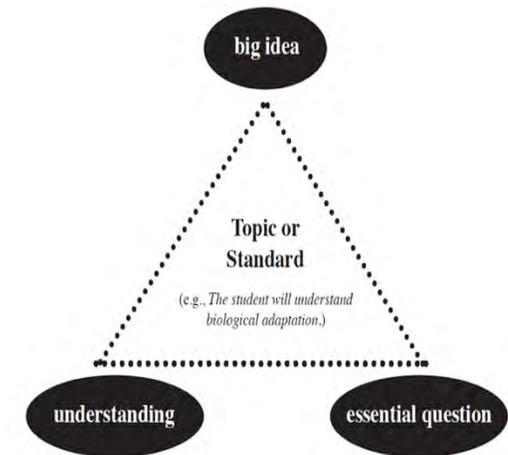
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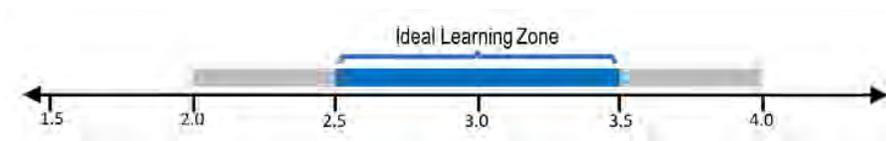
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The descriptive rubrics are designed to illustrate students' depth of knowledge/skill at various levels in order to facilitate the instructional and assessment process for all learners. At some performance levels, the indicators may remain the same, but the material under study is more or less complex depending on the grade level band (for example: the complexity of the material at grades 6-8 differs from that of grades 3-5 or 9-12).

The following descriptions explain the four levels on the rubric:

- Score 1.0 (Novice): Describes student performance that demonstrates readiness skills and/or misconceptions and requires significant support.
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The image below represents the ideal learning zone for students as 2.5 – 3.5.



Sources

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COLLABORATION

DLP PERFORMANCE AREA	1.0 (Novice) The student may exhibit the following readiness skills for Score 2.0:	2.0 (Basic) When presented with a grade-appropriate task, the student:	3.0 (Proficient) In addition to Score 2.0, the student:	4.0 (Advanced) In addition to Score 3.0, the student may:
<p>GROUP GOALS AND ROLES</p>	<p>Goals: Sets goals for individual work related to the task.</p> <p>Identifies group members' individual goals.</p> <p>Roles: Identifies roles within a group.</p> <p>Completes assigned tasks.</p> <p>See possible student misconceptions following the rubric.</p>	<p>Goals: Explains the group's long-term goals (what will be accomplished at the conclusion of the task) and/or establishes goals on a daily basis (what will be accomplished on a single day).</p> <p>Roles: Works with others to determine roles and responsibilities for group members.</p> <p>Explains the duties and responsibilities of roles within the group.</p> <p>Fulfills a role, including leadership, with clearly defined expectations (<i>for example: uses a pre-determined list of "job" requirements, follows directive instructions or prompts from a teacher or group member, etc.</i>).</p>	<p>Goals: Establishes daily goals in relation to long-term goals.</p> <p>Describes group members' progress toward group goals (<i>for example: explains group's successes and challenges and/or how the use of specific strategies has impacted their progress</i>).</p> <p>Roles: Explains the duties and responsibilities of different group roles needed to complete the task.</p> <p>Fulfills various assigned roles and responsibilities in order to complete the task and meet the goals.</p> <p>Shares leadership (<i>for example: takes turns in assigning the leadership role</i>) in defining roles, assigning tasks, and fulfilling responsibilities.</p>	<p>Goals: Describe the scope and relevance of the group's work (<i>for example: explains the key components of the work and how each component fits into the broader picture</i>).</p> <p>Describe the relationship between roles and the group's goals (<i>for example: explains how individual efforts support group progress</i>).</p> <p>Prioritize and monitor individual and group progress toward goals, making sufficient corrections and adjustments when needed.</p> <p>Roles: Analyze group members' skills, talents, and interests to determine appropriate roles for the task.</p> <p>Assume roles and tasks flexibly to achieve the group's goals (<i>for example: set aside own interests/preferences when it is best for the group, accomplish tasks not originally assigned to own role when needed, etc.</i>).</p>

<p>COOPERATION AND FLEXIBILITY</p>	<p>Norms: States agreed-upon norms for collaboration (<i>for example: “I will wait until the speaker is finished before I begin to speak”</i>).</p> <p>Conflict Resolution: Describes challenges or differences of opinion that occur during the collaborative process.</p> <p>See possible student misconceptions following the rubric.</p>	<p>Norms: Explains how the norms support effective collaboration.</p> <p>Follows traditional classroom norms (<i>for example, waiting to talk until the speaker has finished, raising a hand to contribute, setting aside distractions, etc.</i>).</p> <p>Conflict Resolution: Restates diverse ideas, opinions, and perspectives within the group to clarify areas of agreement and disagreement.</p>	<p>Norms: Explains how different norms might be appropriate in different settings.</p> <p>Follows agreed-upon norms to ensure collaboration and sharing of ideas (<i>for example: listen with intent to understand, practice wait time, and suspend judgment while listening</i>).</p> <p>Conflict Resolution: Uses strategies to respectfully address challenges that arise within the group (<i>for example: rephrasing others’ ideas, using “I” statements</i>).</p> <p>Sets a positive tone in words and actions (<i>for example: accepts responsibilities with a positive attitude</i>).</p>	<p>Norms: Overtly reinforce norms for collaboration when facilitating and/or participating in group work (<i>for example, “Let’s give Pat wait time to think about the question,” “Let’s set a timer to make sure we stay on track,” etc.</i>).</p> <p>Adapt norms as needed (<i>for example: in response to challenges, shifting roles, feedback, etc.</i>).</p> <p>Conflict Resolution: Anticipate challenges that might occur during the collaborative process and propose solutions to address them.</p> <p>Facilitate compromise among group members to achieve goals (<i>for example: integrates group members’ diverse ideas, opinions, and perspectives and negotiates to reach workable solutions</i>).</p>
<p>PRODUCTIVITY</p>	<p>Contribution: States own opinions and ideas to group members.</p> <p>Quality: Submits products that are relevant to the task.</p> <p>See possible student misconceptions following the rubric.</p>	<p>Contribution: States own opinions and ideas that relate to the general topic.</p> <p>Quality: Submits products that meet the basic criteria for the assigned task.</p>	<p>Contribution: Contributes relevant ideas and opinions to support group goals.</p> <p>Quality: Submits products that meet the detailed requirements for the assigned task.</p>	<p>Contribution: Share concerns, insights, and resources with the group.</p> <p>Quality: Submit products that exceed the requirements for the assigned task.</p>

<p>RESPONSIVENESS</p>	<p>Use of Feedback: Makes simple revisions to ideas and processes based on specific, directive feedback (<i>for example: changes the color of an image after being told to do so</i>).</p> <p>Feedback to Others: Responds to specific questions about others' work.</p> <p>See possible student misconceptions following the rubric.</p>	<p>Use of Feedback: Makes simple revisions to ideas and processes based on specific feedback.</p> <p>Feedback to Others: Provides general feedback to others (<i>for example: "That looks nice." or "I think you need to make revisions to the first part."</i>).</p> <p>Delivers feedback respectfully (<i>for example: critiques the work and not the individual, avoids negative language, "I think you could make this better by..." "Next time, you could..." etc.</i>).</p>	<p>Use of Feedback: Solicits feedback on individual work using a familiar protocol (<i>for example: student-teacher conference, warm and cool feedback, peer feedback strategies</i>).</p> <p>Makes effective revisions to ideas and processes based on specific feedback.</p> <p>Feedback to Others: Provides specific feedback pertaining to the established criteria of the task.</p>	<p>Use of Feedback: Proactively solicit specific feedback on individual work in relation to group goals.</p> <p>Make complex revisions or subtle refinements in response to broad/general feedback or criteria.</p> <p>Feedback to Others: Provide constructive feedback to support group member(s) in meeting group goals and task specifications (<i>for example: balance positive and negative feedback; ask open-ended questions; use "I noticed...and I wonder..."; use "Praise, Question, Polish", etc.</i>).</p>
<p>SELF-REGULATION AND REFLECTION</p>	<p>Reflection: Identifies own strengths and weaknesses in collaborating with others.</p> <p>Planning: Sets individual and group goals for collaboration.</p> <p>Mindset: Explains the relationship between effort and success (<i>for example: "The harder I work at this, the better I'll be at it"; "I will work harder in this class from now on."</i>).</p>	<p>Reflection: Assesses group performance in response to feedback and/or established criteria.</p> <p>Planning: Sets goals for individual and group collaboration based on feedback and/or established criteria.</p> <p>Mindset: Demonstrates a desire to improve (<i>for example: employs more practice, sets goals for improvement, asks for help from others instead of giving up</i>).</p>	<p>Reflection: Accurately reflects on the quality of the work; uses reflection and/or feedback to revise ideas or products.</p> <p>Questions and critiques individual and group collaboration and productivity.</p> <p>Describes the learning (content and/or collaboration) that resulted from the collaborative experience (<i>for example: explains the ways in which individuals and the group benefitted</i>).</p>	<p>Reflection: Analyze patterns and trends in individual and group collaboration.</p> <p>Evaluate the collaborative experience throughout the process.</p> <p>Seek out and act on feedback from peers, teacher, and experts to improve individual and group work.</p> <p>Planning: Develop and implement a plan for improving individual participation, or to</p>

	<p>See possible student misconceptions following the rubric.</p>		<p>Planning: Seeks out, selects, and uses resources and strategies to achieve goals for improving collaboration.</p> <p>Mindset: Demonstrates a growth mindset (the belief that he or she can get “smarter” at collaborating through effective effort) in response to setbacks and challenges <i>(for example: persists on difficult tasks, takes risks in the learning process, accepts and uses feedback/criticism, is comfortable making mistakes, explains failure from a growth mindset perspective).</i></p>	<p>improve how a group can be more productive.</p> <p>Analyze patterns and prior performances to set new goals for individual and group performances in response to ongoing reflection <i>(for example: categorize strengths, challenges; prioritize high need areas; develop plan for improvement).</i></p> <p>Mindset: Promote a growth mindset in group members <i>(for example: by encouraging risk taking in the learning process).</i></p> <p>Proactively improve own areas of weakness by employing effective strategies to increase growth mindset <i>(for example: perseverance, taking risks, effective decision-making, actively seeking others’ feedback, deliberate practice, finding and using external resources [skilled peers, other adult experts] to enrich and extend learning).</i></p>
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Possible Misconceptions: 3-5 Collaboration

The following chart lists possible misconceptions about **Collaboration**. Understanding student misconceptions can help teachers develop lessons that proactively address these barriers to deep learning and transfer.

<i>Students might exhibit the following misconception, belief, or perception that...</i>		
Group Goals and Roles	Goals	<ul style="list-style-type: none"> • The task or problem is the goal for the group. • Individual goals are more important than the group’s goal. • As long as the goal is met in the end, the group was successful.
	Roles	<ul style="list-style-type: none"> • Roles are fixed and not fluid. • Everyone is equally effective in every role. • If someone is good at one role, they should always take that role. • Roles don’t matter; if everyone works, the task will get done. • As long as everyone completes individual tasks the goal will be met. • Leadership means telling other people what to do. • The leader’s ideas hold more weight. • The leader knows more and/or has better skills than the group members. • Completing a task is contributing to the group, even if the tasks aren’t equitable. • As long as the goal is met in the end, the group was successful. • I should only contribute to tasks that were assigned to me.
Cooperation and Flexibility	Norms	<ul style="list-style-type: none"> • As long as a group is established, the work will be collaborative. • There is no need to establish group norms if our classroom has norms. • We only need norms when we’re working with people we don’t know or get along with; we don’t need norms when we are working with friends.
	Conflict Resolution	<ul style="list-style-type: none"> • As long as the goal is met in the end, the group was successful. • If someone disagrees with me then s/he is wrong. • Disagreement is bad and harms the collaborative process. • When there is a conflict, the teacher will resolve it. • Compromising is the same as losing. • Compromise is the only way to resolve conflicts.

Possible Misconceptions: 3-5 Collaboration

The following chart lists possible misconceptions about **Collaboration**. Understanding student misconceptions can help teachers develop lessons that proactively address these barriers to deep learning and transfer.

<i>Students might exhibit the following misconception, belief, or perception that...</i>		
Productivity	Contribution	<ul style="list-style-type: none"> • Contributing means having a new idea. • When someone shares an idea, we have to use it exactly as stated. • Any idea is a good idea.
	Quality	<ul style="list-style-type: none"> • Work completion is all that matters. • If it looks nice, it's high-quality. • If it doesn't look perfect, it's not a high-quality product. • It is most important to complete work quickly. • Deadlines don't apply to me; I'll always get more time if I need it.
Responsiveness	Use of Feedback	<ul style="list-style-type: none"> • When the tasks are completed, we are done. • Feedback is negative. • It is other people's responsibility to tell me how to improve my work. • If I didn't get any feedback, I don't need to change or add anything. • Asking general questions (for example: "What do you think?" "Is this good?") will elicit effective feedback.
	Feedback to Others	<ul style="list-style-type: none"> • Feedback is telling others nice things about their work or basing responses on personal opinions. • Feedback means finding something wrong with others' work. • Any feedback is good feedback. • Everyone needs the same type of feedback. • Feedback is negative. • General feedback (for example, "Good job.") is enough to help someone improve.

Possible Misconceptions: 3-5 Self-Regulation and Reflection

The following chart lists possible misconceptions about **Self-Regulation and Reflection**. Understanding student misconceptions can help teachers develop lessons that proactively address these barriers to deep learning and transfer.

<i>Students might exhibit the following misconception, belief, or perception that...</i>		
Self-Regulation and Reflection	Reflection	<ul style="list-style-type: none"> • Reflection is all about what I think; other people’s perspectives don’t matter. • Only the teacher’s perspective matters when it comes to identifying strengths and weaknesses. • I don’t have any weaknesses. • I don’t have any strengths. • All weaknesses affect my performance in the same way. • Reflection is a waste of time; I don’t need to reflect to improve.
	Planning	<ul style="list-style-type: none"> • A goal is the same thing as a plan. • Any goal is a worthy goal. • Short-term goals aren’t important. • I don’t need a plan; if I set a goal, I will achieve it. • I should set goals in areas where I am already successful. • I should set the same goal over and over. • Someone else will give me resources and ideas about how to improve.
	Mindset	<ul style="list-style-type: none"> • Collaboration is a talent and not a skill; I am as good at it as I’ll ever be. • If I’m really good at something, I won’t encounter any challenges. • If I experience a setback, I’ve failed. • Others’ feedback can’t help me. • Mistakes are bad; smart people don’t make mistakes. • The safe route leads to guaranteed success.

COLLABORATION RUBRIC

GRADES 6-8



CATALINA FOOTHILLS SCHOOL DISTRICT
TUCSON, ARIZONA

General Description and Suggestions for Use

The district’s strategic plan, Envision21: Deep Learning, forms the basis for a focus on cross-disciplinary skills/proficiencies necessary for preparing our students well for a 21st century life that is increasingly complex and global. These skills, which are CFSD’s “deep learning proficiencies” (DLPs) are represented as 5c + s = dlp. They are the 5Cs: (1) Citizenship, (2) Critical Thinking and Problem Solving, (3) Creativity and Innovation, (4) Communication, (5) Collaboration + S: Systems Thinking. CFSD developed a set of rubrics (K-2, 3-5, 6-8, and 9-12) for each DLP.

These rubrics were developed using a backward design process to define and prioritize the desired outcomes for each DLP. They provide a common vocabulary and illustrate a continuum of performance. By design, the rubrics were not written to align to any specific subject area; they are intended to be contextualized within the academic content areas based on the performance area(s) being taught and assessed. In practice, this will mean that not every performance area in each of the rubrics will be necessary in every lesson, unit, or assessment.

The CFSD rubric for **Collaboration** was designed as a cross-disciplinary tool to support educators in teaching and assessing the performance areas associated with this proficiency:

- **Group Goals and Roles**
- **Cooperation and Flexibility**
- **Productivity**
- **Responsiveness**
- **Self-Regulation and Reflection**

This tool is to be used primarily for formative instructional and assessment purposes; it is not intended to generate psychometrically valid, high stakes assessment data typically associated with state and national testing. CFSD provides a variety of tools and templates to support the integration of **Collaboration** into units, lessons, and assessments. When designing units, teachers are encouraged to create authentic assessment opportunities in which students can demonstrate mastery of content and the deep learning proficiencies at the same time.

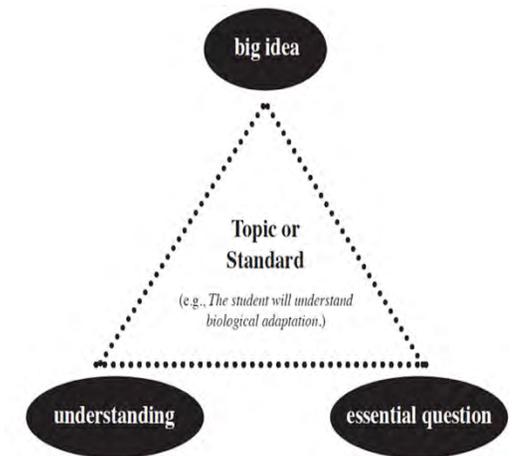
The approach to teaching the performance areas in each rubric may vary by subject area because the way in which they are applied may differ based on the field of study. Scientists, mathematicians, social scientists, engineers, artists, and musicians (for example), all collaborate, solve problems, and share their findings or work within their professional communities. However, the way in which they approach their work, the tools used for collaboration, and the format for communicating their findings may vary based on the profession. These discipline-specific expressions of the 5Cs + S may require some level of customization based on the subject area. Each rubric can also be used to provide students with an opportunity to self-assess the quality of their work in relation to the performance areas. Student-friendly language or “I can” statements can be used by students to monitor and self-assess their progress toward established goals for each performance area.

Transfer

CFSD educators prioritize understanding and transfer to ensure that learning extends beyond the school experience. This 2019 version of the DLP, **Collaboration**, includes long-term **transfer goals** that describe autonomous applications of student learning in college, career, and civic life. “Drill and direct instruction can develop discrete skills and facts into automaticity...but they cannot make us truly able. Understanding is about *transfer*, in other words. To be truly able requires the ability to transfer what we have learned to new and sometimes confusing settings. The ability to transfer our knowledge and skill effectively involves the capacity to take what we know and use it creatively, flexibly, fluently, in different settings or problems, on our own” (Wiggins and McTighe, 2011, p. 40).

Big Ideas

This 2019 version of the DLP, **Collaboration**, includes a set of Understandings and Essential Questions (UEQs) developed by an interdisciplinary team of K-12 teachers and administrators with guidance from Jay McTighe, author of *Understanding by Design*. These big ideas will guide teachers toward the thoughtful design of assessments, units, and lessons that will facilitate transfer of deep learning. “Because big ideas are the basis of unified and effective understanding, they provide a way to set curriculum and instructional priorities...they illuminate experience; they are the linchpin of transfer...” (Wiggins and McTighe, 2011, p.71). “Understandings are the specific insights, inferences, or conclusions about the big idea you want your students to leave with” (Wiggins and McTighe, 2011, p. 80). “Essential questions make our unit plans more likely to yield focused and thoughtful learning and learners” (McTighe, 2017; McTighe & Wiggins, 2013, p. 17). The figure on the right represents the interrelationship among big ideas, understandings, and essential questions.



The **DLP Understandings** are written for K-12 because they express lasting, transferable goals for student learning. Understandings are meant to be revisited over time and across contexts. The continuity of working toward the same goals will help students deepen their understanding from Kindergarten to 12th grade. Understandings are primarily planning tools for teachers, although teachers may choose to share them with their students, if appropriate. Communicating an Understanding does not give away “the answer,” since simply stating an Understanding is not the same as truly grasping its meaning.

The **Essential Questions** are teaching and learning tools that help students unpack the Understandings. They support inquiry and engagement with deep learning and therefore may vary in complexity across grade levels.

Collaboration Transfer Goals and UEQs

Transfer Goals	
<p>Students will be able to independently use their learning to . . .</p> <ul style="list-style-type: none"> Work effectively with, and learn from, others in a variety of personal and professional contexts. 	
Understandings	Essential Questions
Students will understand that . . .	Students will keep considering . . .
<p>1. The purpose of collaboration is to work together effectively and efficiently in order to meet a goal.</p>	<ul style="list-style-type: none"> What makes a group effective? How will our group work best together? How will our group address and resolve conflict? How will we determine success?
<p>2. Effective group members are interdependent and take on meaningful roles, which vary according to the task and the group.</p>	<ul style="list-style-type: none"> How will our group work best together? What role should I take to help my group reach our goal? How can I be an effective leader?

Self-Regulation and Reflection Transfer Goals and UEQs

Transfer Goals	
<p>Students will be able to independently use their learning to . . .</p> <ul style="list-style-type: none"> Improve performance and persevere through challenges by applying deliberate effort, appropriate strategies, and flexible thinking. 	
Understandings	Essential Questions
Students will understand that . . .	Students will keep considering . . .
<p>1. Effective learners set goals, regularly monitor their thinking, seek feedback, self-assess, and make needed adjustments.</p>	<ul style="list-style-type: none"> How am I doing? How do I know? What are my next steps? What is the most effective way to monitor my progress? How do I know which feedback will help me improve my work? How can I get useful feedback?

	<ul style="list-style-type: none"> • How do I prioritize my work? • How can I maintain focus on areas of influence rather than on factors I cannot influence?
2. We can always improve our performance through deliberate effort and use of strategies.	<ul style="list-style-type: none"> • How can I keep getting better at collaboration?
3. Effective learners are flexible and persevere when they encounter challenges.	<ul style="list-style-type: none"> • What do I do when I get stuck? • How does my mindset affect my performance?

The deep learning proficiencies (5c+ s) are highly interconnected. For example, productive collaboration is contingent upon effective communication. Efficient and effective problem solving often requires collaboration skills. Divergent and convergent thinking, which are traits of Creativity and Innovation, are directly related to critical thinking. Our students will need to use a combination of proficiencies to solve problems in new contexts beyond the classroom. Therefore, it is important to be clear about which proficiency and/or performance area(s) are the focus for student learning, and then to assist students in understanding the connections between them and how they are mutually supportive.

What does Score 1.0 – Score 4.0 mean in the rubrics?

The rubrics are intended to support student progress toward mastering the deep learning proficiencies (DLPs). Four levels of performance are articulated in each rubric: Score 1.0 (Novice), Score 2.0 (Basic), Score 3.0 (Proficient), and Score 4.0 (Advanced). The descriptions follow a growth model to support students in developing their skills in each performance area. Scores 1.0 (Novice) and 2.0 (Basic) describe positive steps that students might take toward achieving Score 3.0 (Proficient) or Score 4.0 (Advanced) performance.

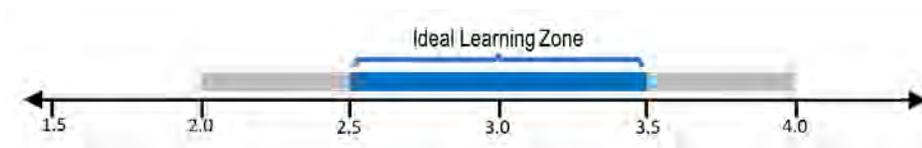
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DLP PERFORMANCE AREA	1.0 (Novice) The student may exhibit the following readiness skills for Score 2.0:	2.0 (Basic) When presented with a grade-appropriate task, the student:	3.0 (Proficient) In addition to Score 2.0, the student:	4.0 (Advanced) In addition to Score 3.0, the student may:
GROUP GOALS AND ROLES	<p>Goals: Sets goals for individual work related to the task.</p> <p>Identifies group members' individual goals.</p> <p>Roles: Identifies roles within the group.</p> <p>Completes assigned tasks.</p> <p>See possible student misconceptions following the rubric.</p>	<p>Goals: Explains the group's long-term goals (what will be accomplished at the conclusion of the task) and/or establishes goals on a daily basis (what will be accomplished on a single day).</p> <p>Roles: Works with others to determine roles and responsibilities for group members.</p> <p>Explains the duties and responsibilities of roles within the group.</p> <p>Fulfills a role, including leadership, with clearly defined expectations (<i>for example: uses a pre-determined list of "job" requirements, follows directive instructions or prompts from a teacher or group member, etc.</i>).</p>	<p>Goals: Establishes daily goals in relation to long-term goals.</p> <p>Describes group members' progress toward group goals (<i>for example: explains group's successes and challenges and/or how the use of specific strategies has impacted their progress</i>).</p> <p>Roles: Explains the duties and responsibilities of different group roles needed to complete the task.</p> <p>Fulfills various roles and responsibilities in order to complete the task and meet the goals.</p> <p>Shares leadership (<i>for example: develops a balance of when to lead and when to follow</i>) in defining roles, assigning tasks, and fulfilling responsibilities.</p>	<p>Goals: Describe the scope and relevance of the group's work (<i>for example: explains the key components of the work and how each component fits into the broader picture</i>).</p> <p>Describe the relationship between roles and the group's (<i>for example: explains how individual efforts support group progress</i>).</p> <p>Prioritize and monitor individual and group progress toward goals, making sufficient corrections and adjustments when needed.</p> <p>Roles: Analyze group members' skills, talents, and interests to determine appropriate roles for the task.</p> <p>Assume roles and tasks flexibly to achieve the group's goals (<i>for example: set aside own interests/preferences when it is best for the group, accomplish tasks not originally assigned to own role when needed, etc.</i>).</p>

<p>COOPERATION AND FLEXIBILITY</p>	<p>Norms: States agreed-upon norms for collaboration (<i>for example: “I will wait until the speaker is finished before I begin to speak”</i>).</p> <p>Conflict Resolution: Describes challenges or differences of opinion that occur during the collaborative process.</p> <p>See possible student misconceptions following the rubric.</p>	<p>Norms: Explains how the norms support effective collaboration.</p> <p>Follows traditional classroom norms (<i>for example, waiting to talk until the speaker has finished, raising a hand to contribute, setting aside distractions, etc.</i>).</p> <p>Conflict Resolution: Restates diverse ideas, opinions, and perspectives within the group to clarify areas of agreement and disagreement.</p>	<p>Norms: Explains how different norms might be appropriate in different settings.</p> <p>Follows agreed-upon norms to ensure collaboration and sharing of ideas (<i>for example: listen with intent to understand, practice wait time, and suspend judgment while listening</i>).</p> <p>Conflict Resolution: Uses strategies to respectfully address challenges that arise within the group (<i>for example: rephrasing others’ ideas, using “I” statements</i>).</p> <p>Facilitates compromise among group members to achieve goals (<i>for example: integrates group members’ diverse ideas, opinions, and perspectives and negotiates to reach workable solutions</i>).</p> <p>Sets a positive tone in words and actions (<i>for example: accepts responsibilities with a positive attitude</i>).</p>	<p>Norms: Overtly reinforce norms for collaboration when facilitating and/or participating in group work (<i>for example, “Let’s give Pat wait time to think about the question,” “Let’s set a timer to make sure we stay on track,” etc.</i>).</p> <p>Adapt norms as needed (<i>for example: in response to challenges, shifting roles, feedback, etc.</i>).</p> <p>Conflict Resolution: Anticipate challenges that might occur during the collaborative process and propose solutions to address them.</p> <p>Work with others to resolve conflict or address challenges within the group through discussion and consensus-building activities (<i>for example: straw poll, consensus board, collaborative learning protocols</i>).</p>
<p>PRODUCTIVITY</p>	<p>Contribution: States own opinions and ideas to group members.</p> <p>Quality: Submits products that are relevant to the task.</p> <p>See possible student misconceptions following the rubric.</p>	<p>Contribution: Contributes relevant ideas and opinions to support group goals.</p> <p>Quality: Submits products that meet the basic criteria for the assigned task.</p>	<p>Contribution: Shares concerns, insights, and resources with the group.</p> <p>Quality: Submits products that meet the detailed specifications for the assigned task.</p>	<p>Contribution: Propose alternative ways of thinking about the task or topic to enhance the product or collaborative process (<i>for example: playing Devil’s advocate, applying DeBono’s Thinking Hats, etc.</i>).</p>

				Quality: Submit products that exceed the specifications for the assigned task.
RESPONSIVENESS	<p>Use of Feedback: Requests general feedback (<i>for example: "Is this good?"</i>).</p> <p>Makes simple revisions to ideas and processes based on specific, directive feedback (<i>for example: changes the color of an image after being told to do so</i>).</p> <p>Feedback to Others: Responds to specific questions about others' work.</p> <p>See possible student misconceptions following the rubric.</p>	<p>Use of Feedback: Requests general feedback pertaining to the established criteria of the task (<i>for example: "Do you think I included enough data points?"</i>).</p> <p>Makes effective revisions to ideas and processes based on specific feedback.</p> <p>Feedback to Others: Provides general feedback to others (<i>for example: "That looks nice." or "I think you need to make revisions to the first part."</i>).</p> <p>Delivers feedback respectfully (<i>for example: critiques the work and not the individual, avoids negative language, "I think you could make this better by..." "Next time, you could..." etc.</i>).</p>	<p>Use of Feedback: Solicits feedback on individual work using a protocol (<i>for example: student-teacher conference, warm and cool feedback, peer feedback strategies</i>).</p> <p>Makes complex revisions or subtle refinements in response to broad/general feedback or criteria.</p> <p>Feedback to Others: Provides specific feedback pertaining to the established criteria of the task.</p>	<p>Use of Feedback: Strategically seek and integrate targeted feedback from multiple audiences or contexts (<i>for example: group members, other peers, teachers, experts, etc.</i>).</p> <p>Feedback to Others: Provide constructive feedback to support group member(s) in meeting group goals and task specifications (<i>for example: balances positive and negative feedback; asks open-ended questions; uses "I noticed...and I wonder..." ; uses "Praise, Question, Polish", etc.</i>).</p>
SELF-REGULATION AND REFLECTION	<p>Reflection: Identifies own strengths and weaknesses in collaborating with others.</p> <p>Planning: Sets individual and group goals for collaboration.</p> <p>Mindset: Explains the relationship between effort and success (<i>for example: "The harder I work at this, the better I'll be at</i></p>	<p>Reflection: Assesses individual and group performance in response to feedback and/or established criteria.</p> <p>Planning: Sets goals for individual and group collaboration based on feedback and/or established criteria.</p> <p>Mindset: Demonstrates a desire to improve (<i>for example: employs</i></p>	<p>Reflection: Accurately reflects on the quality of the work; uses reflection and/or feedback to revise ideas or products.</p> <p>Questions and critiques individual and group collaboration and productivity.</p> <p>Describes the learning (content and/or collaboration) that resulted from the collaborative</p>	<p>Reflection: Analyze patterns and trends in individual and group collaboration.</p> <p>Evaluate the collaborative experience throughout the process.</p> <p>Seek out and act on feedback from peers, teacher, and experts to improve individual and group work.</p>

	<p><i>it”; “I will work harder in this class from now on.”).</i> See possible student misconceptions following the rubric.</p>	<p><i>more practice, sets goals for improvement, asks for help from others instead of giving up).</i></p>	<p><i>experience (for example: explains the ways in which individuals and the group benefitted).</i></p> <p>Planning: Seeks out, selects, and uses resources and strategies to achieve goals for improving collaboration.</p> <p>Mindset: Demonstrates a growth mindset (the belief that he or she can get “smarter” at collaborating through effective effort) in response to setbacks and challenges (<i>for example: persists on difficult tasks, takes risks in the learning process, accepts and uses feedback/ criticism, is comfortable making mistakes, explains failure from a growth mindset perspective).</i></p>	<p>Planning: Analyze patterns and prior performances to set new goals for individual and group performances in response to ongoing reflection (<i>for example: categorize strengths, challenges; prioritize high need areas; develop plan for improvement).</i></p> <p>Mindset: Promote a growth mindset in group members (<i>for example: by encouraging risk taking in the learning process).</i></p> <p>Proactively improve own areas of weakness by employing effective strategies to increase growth mindset (<i>for example: perseverance, taking risks, effective decision-making, actively seeking others’ feedback, deliberate practice, finding and using external resources [skilled peers, other adult experts] to enrich and extend learning).</i></p>
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Possible Misconceptions: 6-8 Collaboration

The following chart lists possible misconceptions about **Collaboration**. Understanding student misconceptions can help teachers develop lessons that proactively address these barriers to deep learning and transfer.

<i>Students might exhibit the following misconception, belief, or perception that...</i>		
Group Goals and Roles	Goals	<ul style="list-style-type: none"> • The task or problem is the goal for the group. • Individual goals are more important than the group’s goal. • As long as the goal is met in the end, the group was successful.
	Roles	<ul style="list-style-type: none"> • Roles are fixed and not fluid. • Everyone is equally effective in every role. • If someone is good at one role, they should always take that role. • Roles don’t matter; if everyone works, the task will get done. • As long as everyone completes individual tasks the goal will be met. • Leadership means telling other people what to do. • The leader’s ideas hold more weight. • The leader knows more and/or has better skills than the group members. • Completing a task is contributing to the group, even if the tasks aren’t equitable. • As long as the goal is met in the end, the group was successful. • I should only contribute to tasks that were assigned to me.
Cooperation and Flexibility	Norms	<ul style="list-style-type: none"> • As long as a group is established, the work will be collaborative. • There is no need to establish group norms if our classroom has norms. • We only need norms when we’re working with people we don’t know or get along with; we don’t need norms when we are working with friends.
	Conflict Resolution	<ul style="list-style-type: none"> • As long as the goal is met in the end, the group was successful. • If someone disagrees with me then s/he is wrong. • Disagreement is bad and harms the collaborative process. • When there is a conflict, the teacher will resolve it. • Compromising is the same as losing. • Compromise is the only way to resolve conflicts.

Possible Misconceptions: 6-8 Collaboration

The following chart lists possible misconceptions about **Collaboration**. Understanding student misconceptions can help teachers develop lessons that proactively address these barriers to deep learning and transfer.

<i>Students might exhibit the following misconception, belief, or perception that...</i>		
Productivity	Contribution	<ul style="list-style-type: none"> • Contributing means having a new idea. • When someone shares an idea, we have to use it exactly as stated. • Any idea is a good idea.
	Quality	<ul style="list-style-type: none"> • Work completion is all that matters. • If it looks nice, it's high-quality. • If it doesn't look perfect, it's not a high-quality product. • It is most important to complete work quickly. • Deadlines don't apply to me; I'll always get more time if I need it.
Responsiveness	Use of Feedback	<ul style="list-style-type: none"> • When the tasks are completed, we are done. • Feedback is negative. • It is other people's responsibility to tell me how to improve my work. • If I didn't get any feedback, I don't need to change or add anything. • Asking general questions (for example: "What do you think?" "Is this good?") will elicit effective feedback.
	Feedback to Others	<ul style="list-style-type: none"> • Feedback is telling others nice things about their work or basing responses on personal opinions. • Feedback means finding something wrong with others' work. • Any feedback is good feedback. • Everyone needs the same type of feedback. • Feedback is negative. • General feedback (for example, "Good job.") is enough to help someone improve.

Possible Misconceptions: 6-8 Self-Regulation and Reflection

The following chart lists possible misconceptions about **Self-Regulation and Reflection**. Understanding student misconceptions can help teachers develop lessons that proactively address these barriers to deep learning and transfer.

<i>Students might exhibit the following misconception, belief, or perception that...</i>		
Self-Regulation and Reflection	Reflection	<ul style="list-style-type: none"> • Reflection is all about what I think; other people’s perspectives don’t matter. • Only the teacher’s perspective matters when it comes to identifying strengths and weaknesses. • I don’t have any weaknesses. • I don’t have any strengths. • All weaknesses affect my performance in the same way. • Reflection is a waste of time; I don’t need to reflect to improve.
	Planning	<ul style="list-style-type: none"> • A goal is the same thing as a plan. • Any goal is a worthy goal. • Short-term goals aren’t important. • I don’t need a plan; if I set a goal, I will achieve it. • I should set goals in areas where I am already successful. • I should set the same goal over and over. • Someone else will give me resources and ideas about how to improve.
	Mindset	<ul style="list-style-type: none"> • Collaboration is a talent and not a skill; I am as good at it as I’ll ever be. • If I’m really good at something, I won’t encounter any challenges. • If I experience a setback, I’ve failed. • Others’ feedback can’t help me. • Mistakes are bad; smart people don’t make mistakes. • The safe route leads to guaranteed success.

COLLABORATION RUBRIC

GRADES 9-12



CATALINA FOOTHILLS SCHOOL DISTRICT
TUCSON, ARIZONA

General Description and Suggestions for Use

The district's strategic plan, Envision21: Deep Learning, forms the basis for a focus on cross-disciplinary skills/proficiencies necessary for preparing our students well for a 21st century life that is increasingly complex and global. These skills, which are CFSD's "deep learning proficiencies" (DLPs) are represented as 5c + s = dlp. They are the 5Cs: (1) Citizenship, (2) Critical Thinking and Problem Solving, (3) Creativity and Innovation, (4) Communication, (5) Collaboration + S: Systems Thinking. CFSD developed a set of rubrics (K-2, 3-5, 6-8, and 9-12) for each DLP.

These rubrics were developed using a backward design process to define and prioritize the desired outcomes for each DLP. They provide a common vocabulary and illustrate a continuum of performance. By design, the rubrics were not written to align to any specific subject area; they are intended to be contextualized within the academic content areas based on the performance area(s) being taught and assessed. In practice, this will mean that not every performance area in each of the rubrics will be necessary in every lesson, unit, or assessment.

The CFSD rubric for **Collaboration** was designed as a cross-disciplinary tool to support educators in teaching and assessing the performance areas associated with this proficiency:

- **Group Goals and Roles**
- **Cooperation and Flexibility**
- **Productivity**
- **Responsiveness**
- **Self-Regulation and Reflection**

This tool is to be used primarily for formative instructional and assessment purposes; it is not intended to generate psychometrically valid, high stakes assessment data typically associated with state and national testing. CFSD provides a variety of tools and templates to support the integration of **Collaboration** into units, lessons, and assessments. When designing units, teachers are encouraged to create authentic assessment opportunities in which students can demonstrate mastery of content and the deep learning proficiencies at the same time.

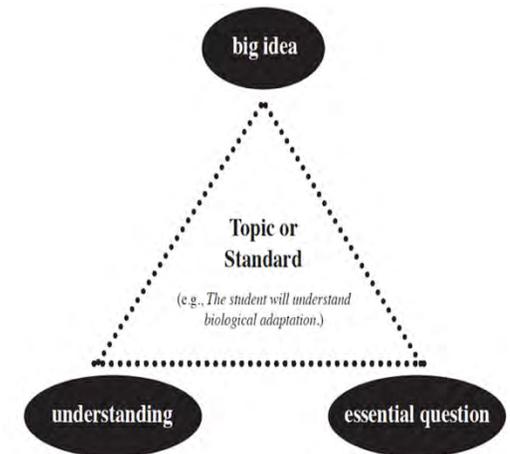
The approach to teaching the performance areas in each rubric may vary by subject area because the way in which they are applied may differ based on the field of study. Scientists, mathematicians, social scientists, engineers, artists, and musicians (for example), all collaborate, solve problems, and share their findings or work within their professional communities. However, the way in which they approach their work, the tools used for collaboration, and the format for communicating their findings may vary based on the profession. These discipline-specific expressions of the 5Cs + S may require some level of customization based on the subject area. Each rubric can also be used to provide students with an opportunity to self-assess the quality of their work in relation to the performance areas. Student-friendly language or "I can" statements can be used by students to monitor and self-assess their progress toward established goals for each performance area.

Transfer

CFSD educators prioritize understanding and transfer to ensure that learning extends beyond the school experience. This 2019 version of the DLP, **Collaboration**, includes long-term **transfer goals** that describe autonomous applications of student learning in college, career, and civic life. “Drill and direct instruction can develop discrete skills and facts into automaticity...but they cannot make us truly able. Understanding is about *transfer*, in other words. To be truly able requires the ability to transfer what we have learned to new and sometimes confusing settings. The ability to transfer our knowledge and skill effectively involves the capacity to take what we know and use it creatively, flexibly, fluently, in different settings or problems, on our own” (Wiggins and McTighe, 2011, p. 40).

Big Ideas

This 2019 version of the DLP, **Collaboration**, includes a set of Understandings and Essential Questions (UEQs) developed by an interdisciplinary team of K-12 teachers and administrators with guidance from Jay McTighe, author of *Understanding by Design*. These big ideas will guide teachers toward the thoughtful design of assessments, units, and lessons that will facilitate transfer of deep learning. “Because big ideas are the basis of unified and effective understanding, they provide a way to set curriculum and instructional priorities...they illuminate experience; they are the linchpin of transfer...” (Wiggins and McTighe, 2011, p.71). “Understandings are the specific insights, inferences, or conclusions about the big idea you want your students to leave with” (Wiggins and McTighe, 2011, p. 80). “Essential questions make our unit plans more likely to yield focused and thoughtful learning and learners” (McTighe, 2017; McTighe & Wiggins, 2013, p. 17). The figure on the right represents the interrelationship among big ideas, understandings, and essential questions.



The **DLP Understandings** are written for K-12 because they express lasting, transferable goals for student learning. Understandings are meant to be revisited over time and across contexts. The continuity of working toward the same goals will help students deepen their understanding from Kindergarten to 12th grade. Understandings are primarily planning tools for teachers, although teachers may choose to share them with their students, if appropriate. Communicating an Understanding does not give away “the answer,” since simply stating an Understanding is not the same as truly grasping its meaning.

The **Essential Questions** are teaching and learning tools that help students unpack the Understandings. They support inquiry and engagement with deep learning and therefore may vary in complexity across grade levels.

Collaboration Transfer Goals and UEQs

Transfer Goals	
Students will be able to independently use their learning to . . . <ul style="list-style-type: none"> Work effectively with, and learn from, others in a variety of personal and professional contexts. 	
Understandings	Essential Questions
Students will understand that . . .	Students will keep considering . . .
1. The purpose of collaboration is to work together effectively and efficiently in order to meet a goal.	<ul style="list-style-type: none"> What makes a group effective? How will our group work best together? How will our group address and resolve conflict? How will we determine success?
2. Effective group members are interdependent and take on meaningful roles, which vary according to the task and the group.	<ul style="list-style-type: none"> How will our group work best together? What role should I take to help my group reach our goal? How can I be an effective leader?

Self-Regulation and Reflection Transfer Goals and UEQs

Transfer Goals	
Students will be able to independently use their learning to . . . <ul style="list-style-type: none"> Improve performance and persevere through challenges by applying deliberate effort, appropriate strategies, and flexible thinking. 	
Understandings	Essential Questions
Students will understand that . . .	Students will keep considering . . .
1. Effective learners set goals, regularly monitor their thinking, seek feedback, self-assess, and make needed adjustments.	<ul style="list-style-type: none"> How am I doing? How do I know? What are my next steps? What is the most effective way to monitor my progress? How do I know which feedback will help me improve my work? How can I get useful feedback?

	<ul style="list-style-type: none"> • How do I prioritize my work? • How can I maintain focus on areas of influence rather than on factors I cannot influence?
2. We can always improve our performance through deliberate effort and use of strategies.	<ul style="list-style-type: none"> • How can I keep getting better at collaboration?
3. Effective learners are flexible and persevere when they encounter challenges.	<ul style="list-style-type: none"> • What do I do when I get stuck? • How does my mindset affect my performance?

The deep learning proficiencies (5c+ s) are highly interconnected. For example, productive collaboration is contingent upon effective communication. Efficient and effective problem solving often requires collaboration skills. Divergent and convergent thinking, which are traits of Creativity and Innovation, are directly related to critical thinking. Our students will need to use a combination of proficiencies to solve problems in new contexts beyond the classroom. Therefore, it is important to be clear about which proficiency and/or performance area(s) are the focus for student learning, and then to assist students in understanding the connections between them and how they are mutually supportive.

What does Score 1.0 – Score 4.0 mean in the rubrics?

The rubrics are intended to support student progress toward mastering the deep learning proficiencies (DLPs). Four levels of performance are articulated in each rubric: Score 1.0 (Novice), Score 2.0 (Basic), Score 3.0 (Proficient), and Score 4.0 (Advanced). The descriptions follow a growth model to support students in developing their skills in each performance area. Scores 1.0 (Novice) and 2.0 (Basic) describe positive steps that students might take toward achieving Score 3.0 (Proficient) or Score 4.0 (Advanced) performance.

When using the rubrics to plan for instruction and assessment, teachers need to consider the knowledge and skills described in the Score 2.0 column (Basic) to be embedded in the Score 3.0 (Proficient) and 4.0 (Advanced) performance. The Novice level (Score 1.0) indicates that the student does not yet demonstrate the basic skills within the performance area, but that he/she exhibits related readiness skills that are a stepping-stone to a higher level of proficiency. Descriptions at the Novice level also include likely misconceptions that the student might exhibit.

The descriptive rubrics are designed to illustrate students' depth of knowledge/skill at various levels in order to facilitate the instructional and assessment process for all learners. At some performance levels, the indicators may remain the same, but the material under study is more or less complex depending on the grade level band (for example: the complexity of the material at grades 6-8 differs from that of grades 3-5 or 9-12).

The following descriptions explain the four levels on the rubric:

- Score 1.0 (Novice): Describes student performance that demonstrates readiness skills and/or misconceptions and requires significant support.
- Score 2.0 (Basic): Describes student performance that is below proficient, but that demonstrates mastery of basic skills/knowledge, such as terms and details, definitions, basic inferences, and processes.
- Score 3.0 (Proficient): Describes student performance that is proficient – the targeted expectations for each performance area of the DLP.
- Score 4.0 (Advanced): Describes an exemplary performance that exceeds proficiency.

The image below represents the ideal learning zone for students as 2.5 – 3.5.



Sources

The following sources directly influenced the revision of CFSD's rubrics:

- Catalina Foothills School District. (2011, 2014, 2015, 2018). Rubrics for 21st century skills and rubrics for deep learning proficiencies. Tucson, Arizona.
- EdLeader21 (2013). 4Cs rubrics. Tucson, Arizona. [Adaptations from 4Cs Rubrics]
- McTighe, J., & Wiggins, G. P. (2013). Essential questions: Opening doors to student understanding. Alexandria, Virginia: ASCD.
- Rhodes, T. L. (Ed.) (2010). Assessing outcomes and improving achievement: Tips and tools for using rubrics. Association of American Colleges and Universities: Washington D.C. [Adaptations from VALUE rubrics, VALUE Project]
- Wiggins, G.P. & McTighe, J. (2011). The understanding by design guide to creating high-quality units. Alexandria, Virginia: ASCD.

COLLABORATION

DLP PERFORMANCE AREA	1.0 (Novice) The student may exhibit the following readiness skills for Score 2.0:	2.0 (Basic) When presented with a grade-appropriate task, the student:	3.0 (Proficient) In addition to Score 2.0, the student:	4.0 (Advanced) In addition to Score 3.0, the student may:
<p>GROUP GOALS AND ROLES</p>	<p>Goals: Sets goals for individual work related to the task.</p> <p>Identifies group members' individual goals related to the task.</p> <p>Roles: Identifies roles within the group that are necessary to complete the task.</p> <p>Works with others to determine roles and responsibilities for group members.</p> <p>Completes assigned tasks.</p> <p>See possible student misconceptions following the rubric.</p>	<p>Goals: Explains the group's long-term goals (what will be accomplished at the conclusion of the task) and/or establishes goals on a daily basis (what will be accomplished on a single day).</p> <p>Describes group members' progress toward group goals.</p> <p>Roles: Explains the duties of different group roles needed to complete the task and meet the goals.</p> <p>Clarifies roles and responsibilities for group members.</p> <p>Fulfills various roles and responsibilities, including leadership, with clearly defined expectations (<i>for example: uses a pre-determined list of "job" requirements, follows directive instructions from a teacher or group member, etc.</i>).</p>	<p>Goals: Describes the scope and relevance of the group's work (<i>for example: explains key components of the work and explains how each one fits into the broader picture</i>).</p> <p>Establishes daily goals in relation to long-term goals.</p> <p>Describes the relationship between roles and the group's goals (<i>for example: explains how individual efforts support group progress</i>).</p> <p>Roles: Describes responsibilities and characteristics needed to fulfill various roles (<i>for example: explains which strategies would support different tasks or compares characteristics required for different roles</i>).</p> <p>Fulfills various roles and responsibilities in order to complete the task and meet the goals.</p> <p>Shares leadership (<i>for example: develops a balance of when to lead and when to follow</i>) in</p>	<p>Goals: Provide leadership in defining the mission and vision for the work.</p> <p>Question and challenge the mission and vision for the group's work (<i>for example: in response to new learning or group discussions</i>) in order to shape and/or achieve the group's goals.</p> <p>Monitor and adjust daily and long-term goals (<i>for example: in response to challenges, group progress, feedback, etc.</i>)</p> <p>Roles: Analyze group members' skills, talents, and interests to determine appropriate roles for the task.</p> <p>Assume roles and tasks flexibly to achieve the group's goals (<i>for example: set aside own interests/preferences when it is best for the group, accomplish tasks not originally assigned to own role when needed, etc.</i>).</p>

			defining roles, assigning tasks, and fulfilling responsibilities.	
COOPERATION AND FLEXIBILITY	<p>Norms: States agreed-upon norms for collaboration (<i>for example: “I will wait until the speaker is finished before I begin to speak.”</i>).</p> <p>Conflict Resolution: Identifies conflicts or differences of opinion that occur during the collaborative process.</p> <p>See possible student misconceptions following the rubric.</p>	<p>Norms: Explains how the norms support effective collaboration.</p> <p>Adheres to traditional classroom norms (<i>for example, waiting to talk until the speaker has finished, raising a hand to contribute, setting aside distractions, etc.</i>).</p> <p>Conflict Resolution: Restates diverse ideas, opinions, and perspectives within the group to clarify areas of agreement and disagreement.</p> <p>Sets a positive tone in words and actions (<i>for example: accepts responsibilities with a positive attitude</i>).</p>	<p>Norms: Explains how different norms might be appropriate for different contexts and individuals.</p> <p>Adheres to agreed-upon group norms to ensure collaboration and sharing of ideas (<i>for example: listen with intent to understand, practice wait time, and suspend judgment while listening</i>).</p> <p>Conflict Resolution: Uses strategies to respectfully address challenges that arise within the group (<i>for example: rephrasing others’ ideas, using “I” statements</i>).</p> <p>Facilitates compromise among group members to achieve goals (<i>for example: integrates group members’ diverse ideas, opinions, and perspectives and negotiates to reach workable solutions</i>).</p>	<p>Norms: Overtly reinforce norms for collaboration when facilitating and/or participating in group work (<i>for example: “We haven’t heard Alex’s opinion yet,” “Let’s take 5 minutes to review our notes so we can all contribute our ideas.”</i>).</p> <p>Adapt norms as needed (<i>for example: in response to challenges, shifting roles, feedback, etc.</i>).</p> <p>Conflict Resolution: Anticipate and proactively address challenges that might occur during the collaborative process.</p> <p>Work with others to resolve conflict or address challenges within the group through discussion and consensus-building activities (<i>for example: straw poll, consensus board, collaborative learning protocols</i>).</p>
PRODUCTIVITY	<p>Contribution: States own opinions and ideas to group members.</p> <p>Quality: Submits products that are relevant to the task.</p>	<p>Contribution: Contributes relevant ideas and opinions to support group goals.</p> <p>Quality: Submits products that meet the basic criteria for the assigned task.</p>	<p>Contribution: Shares concerns, insights, and resources with the group.</p> <p>Quality: Submits products that meet the detailed specifications for the assigned task.</p>	<p>Contribution: Propose alternative ways of thinking about the task or topic to enhance the product or collaborative process (<i>for example: playing Devil’s advocate,</i></p>

	See possible student misconceptions following the rubric.			<p><i>applying DeBono's Thinking Hats, etc.).</i></p> <p>Quality: Submit innovative products beyond the specifications of the assigned task.</p>
RESPONSIVENESS	<p>Use of Feedback: Requests general feedback (<i>for example: "Is this good?"</i>).</p> <p>Makes simple revisions to ideas and processes based on specific, directive feedback (<i>for example: changes the color of an image after being told to do so</i>).</p> <p>Feedback to Others: Provides general feedback to group members (<i>for example: "That looks nice." OR "I think you need to make revisions to the first part"</i>).</p> <p>See possible student misconceptions following the rubric.</p>	<p>Use of Feedback: Requests general feedback pertaining to the established criteria of the task (<i>for example: "Do you think I included enough data points?"</i>).</p> <p>Makes effective revisions to ideas and processes based on specific feedback.</p> <p>Feedback to Others: Provides specific feedback pertaining to the established criteria of the task.</p> <p>Delivers feedback respectfully (<i>for example: critiques the work and not the individual, avoids negative language, "I think you could make this better by..." "Next time, you could..." etc.</i>).</p>	<p>Use of Feedback: Proactively solicits specific feedback on individual work in relation to group goals.</p> <p>Makes complex revisions or subtle refinements in response to broad/general feedback or criteria.</p> <p>Feedback to Others: Provides constructive feedback to support group member(s) in meeting group goals and task specifications (<i>for example: balances positive and negative feedback; asks open-ended questions; uses "I noticed...and I wonder..."; uses "Praise, Question, Polish", etc.</i>).</p> <p>Delivers feedback in a manner that is appropriate to the audience and topic.</p>	<p>Use of Feedback: Strategically seek and integrate targeted feedback from multiple audiences or contexts (<i>for example: group members, other peers, teachers, experts, etc.</i>).</p> <p>Feedback to Others: Tailor the content, format, and style of the feedback to the meet the needs of individual group members and to advance the group's goals (<i>for example: ask group members what kind of feedback they need, deliver verbal feedback to avoid misinterpretation of tone, etc.</i>).</p> <p>Prioritize feedback according to the context, task, and group goals (<i>for example: avoid suggesting major revisions on the last day of the task, focus on items that will be most significant in terms of the goals, etc.</i>).</p>
SELF-REGULATION AND REFLECTION	<p>Reflection: Identifies own strengths and weaknesses in collaborating with others.</p>	<p>Reflection: Assesses individual and group performance in response to feedback and/or established criteria.</p>	<p>Reflection: Accurately reflects on the quality of the work; uses reflection and/or feedback to revise ideas or products.</p>	<p>Reflection: Analyze patterns and trends in individual and group collaboration.</p>

	<p>Planning: Sets individual and group goals for collaboration.</p> <p>Mindset: Explains the relationship between effort and success (<i>for example: “The harder I work at this, the better I’ll be at it”; “I will work harder in this class from now on.”</i>).</p> <p>See possible student misconceptions following the rubric.</p>	<p>Planning: Sets goals for individual and group collaboration based on feedback and/or established criteria.</p> <p>Mindset: Demonstrates a desire to improve (<i>for example: employs more practice, sets goals for improvement, asks for help from others instead of giving up</i>).</p>	<p>Questions and critiques individual and group collaboration and productivity.</p> <p>Describes the learning (content and/or collaboration) that resulted from the collaborative experience (<i>for example: explains the ways in which individuals and the group benefitted</i>).</p> <p>Planning: Seeks out, selects, and uses resources and strategies to achieve goals for improving collaboration.</p> <p>Mindset: Demonstrates a growth mindset (the belief that he or she can get “smarter” at collaborating through effective effort) in response to setbacks and challenges (<i>for example: persists on difficult tasks, takes risks in the learning process, accepts and uses feedback/criticism, is comfortable making mistakes, explains failure from a growth mindset perspective</i>).</p>	<p>Evaluate the collaborative experience throughout the process.</p> <p>Seek out and act on feedback from peers, teacher, and experts to improve individual and group work.</p> <p>Planning: Analyze patterns and prior performances to set new goals for individual and group performances in response to ongoing reflection (<i>for example: categorize strengths, challenges; prioritize high need areas; develop plan for improvement</i>).</p> <p>Mindset: Promote a growth mindset in group members (<i>for example: by encouraging risk taking in the learning process</i>).</p> <p>Proactively improve own areas of weakness by employing effective strategies to increase growth mindset (<i>for example: perseverance, taking risks, effective decision-making, actively seeking others’ feedback, deliberate practice, finding and using external resources [skilled peers, other adult experts] to enrich and extend learning</i>).</p>
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Possible Misconceptions: 9-12 Collaboration

The following chart lists possible misconceptions about **Collaboration**. Understanding student misconceptions can help teachers develop lessons that proactively address these barriers to deep learning and transfer.

<i>Students might exhibit the following misconception, belief, or perception that...</i>		
Group Goals and Roles	Goals	<ul style="list-style-type: none"> • The task or problem is the goal for the group. • Individual goals are more important than the group’s goal. • As long as the goal is met in the end, the group was successful.
	Roles	<ul style="list-style-type: none"> • Roles are fixed and not fluid. • Everyone is equally effective in every role. • If someone is good at one role, they should always take that role. • Roles don’t matter; if everyone works, the task will get done. • As long as everyone completes individual tasks the goal will be met. • Leadership means telling other people what to do. • The leader’s ideas hold more weight. • The leader knows more and/or has better skills than the group members. • Completing a task is contributing to the group, even if the tasks aren’t equitable. • As long as the goal is met in the end, the group was successful. • I should only contribute to tasks that were assigned to me.

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<i>Students might exhibit the following misconception, belief, or perception that...</i>		
Cooperation and Flexibility	Norms	<ul style="list-style-type: none"> • As long as a group is established, the work will be collaborative. • There is no need to establish group norms if our classroom has norms. • We only need norms when we're working with people we don't know or get along with; we don't need norms when we are working with friends.
	Conflict Resolution	<ul style="list-style-type: none"> • As long as the goal is met in the end, the group was successful. • If someone disagrees with me then s/he is wrong. • Disagreement is bad and harms the collaborative process. • When there is a conflict, the teacher will resolve it. • Compromising is the same as losing. • Compromise is the only way to resolve conflicts.
Productivity	Contribution	<ul style="list-style-type: none"> • Contributing means having a new idea. • When someone shares an idea, we have to use it exactly as stated. • Any idea is a good idea.
	Quality	<ul style="list-style-type: none"> • Work completion is all that matters. • If it looks nice, it's high-quality. • If it doesn't look perfect, it's not a high-quality product. • It is most important to complete work quickly. • Deadlines don't apply to me; I'll always get more time if I need it.

Possible Misconceptions: 9-12 Collaboration

The following chart lists possible misconceptions about **Collaboration**. Understanding student misconceptions can help teachers develop lessons that proactively address these barriers to deep learning and transfer.

<i>Students might exhibit the following misconception, belief, or perception that...</i>		
Responsiveness	Use of Feedback	<ul style="list-style-type: none"> • When the tasks are completed, we are done. • Feedback is negative. • It is other people’s responsibility to tell me how to improve my work. • If I didn’t get any feedback, I don’t need to change or add anything. • Asking general questions (for example: “What do you think?” “Is this good?”) will elicit effective feedback.
	Feedback to Others	<ul style="list-style-type: none"> • Feedback is telling others nice things about their work or basing responses on personal opinions. • Feedback means finding something wrong with others’ work. • Any feedback is good feedback. • Everyone needs the same type of feedback. • Feedback is negative. • General feedback (for example, “Good job.”) is enough to help someone improve.

Possible Misconceptions: 9-12 Self-Regulation and Reflection

The following chart lists possible misconceptions about **Self-Regulation and Reflection**. Understanding student misconceptions can help teachers develop lessons that proactively address these barriers to deep learning and transfer.

<i>Students might exhibit the following misconception, belief, or perception that...</i>		
Self-Regulation and Reflection	Reflection	<ul style="list-style-type: none"> • Reflection is all about what I think; other people’s perspectives don’t matter. • Only the teacher’s perspective matters when it comes to identifying strengths and weaknesses. • I don’t have any weaknesses. • I don’t have any strengths. • All weaknesses affect my performance in the same way. • Reflection is a waste of time; I don’t need to reflect to improve.
	Planning	<ul style="list-style-type: none"> • A goal is the same thing as a plan. • Any goal is a worthy goal. • Short-term goals aren’t important. • I don’t need a plan; if I set a goal, I will achieve it. • I should set goals in areas where I am already successful. • I should set the same goal over and over. • Someone else will give me resources and ideas about how to improve.
	Mindset	<ul style="list-style-type: none"> • Collaboration is a talent and not a skill; I am as good at it as I’ll ever be. • If I’m really good at something, I won’t encounter any challenges. • If I experience a setback, I’ve failed. • Others’ feedback can’t help me. • Mistakes are bad; smart people don’t make mistakes. • The safe route leads to guaranteed success.