

## Group Work Effectiveness Rubric

Criteria	Level 1	Level 2	Level 3	Level 4
Working toward achievement of group goals (T/I)	- limited evidence of commitment towards group goals	- communicates commitment to group goals; minimal participation in assigned roles evident	- communicates commitment to group goals and effectively carries out assigned roles	- actively identifies group goals and works effectively to meet them
Effective demonstration of interpersonal skills (A & C)	- limited participation in group interactions, even when prompted or demonstrates insensitivity to feelings or knowledge base of others	- participates in group interactions when prompted or expresses ideas and opinions with moderate consideration for feelings or knowledge base of others	- participates in group interactions without prompting or expresses ideas and opinions with sensitivity to feelings or knowledge base of others	- actively promotes effective group interaction and the expression of ideas and opinions that is sensitive to the feelings and knowledge base of others
Contributions to group maintenance (T/I)	- limited attempt to identify changes necessary to the group process even when prompted or refuses to work toward carrying out these changes	- when prompted, helps identify needed changes to group process or is only moderately involved in carrying out changes	- helps identify changes or modifications needed to carry out group process and works toward carrying out these changes	- actively helps the group to identify changes or modifications needed to carry out group process and works toward carrying out these changes
Effective performance of group roles (A & K/U)	-rarely accepts opportunities or requests to perform more than one role in the group	- makes an attempt to perform more than one role in their group with moderate success with additional roles	- effectively performs two roles within the group	- effectively performs a variety of roles within the group

**Note:** A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

\* Any rubric for group work effectiveness comes into play for complex projects in which groups work over a lengthy period of time. Such rubrics can be used for teacher, self, and peer assessment with the appropriate teaching, modelling, practice, and reflection.

Rubrics are inappropriate for simpler group tasks of short duration. In such cases, teacher might wish to use a checklist based on the above criteria or use criteria from the Observational Checklist For Assessing Group Discussions (Canadian History In The Twentieth Century, Academic – Appendix 1.1.1).