



EdLeader 21



Passion Project Collaboration Rubric

Cumberland County Public Schools Collaboration Badge Requirements

Overview:

Collaboration involves working productively in teams for sustained periods of time to develop high-quality products. Strong collaborators demonstrate ability to work effectively and respectfully with diverse teams. They exercise flexibility and willingness to compromise to accomplish common goals. Effective collaborators assume shared responsibility for collaborative work and value the individual contributions made by each team member.

Badge Requirements:

Create a final project at work, in an internship, or in any content area that uses the skills below:

- Work productively in a team for a sustained period of time to develop at least one high-quality product as a team.
- Collaborate with the team to design and manage a work plan that outlines the overall goal and sufficiently describes action items, people responsible, and deadlines. Effectively use tech tools for shared collaboration to manage the work.
- Help resolve conflict or address challenges within the group; negotiate to reach workable solutions.
- Consistently complete your action items on time and keep your team members informed about your progress.
- Give constructive feedback in a manner that is well-received by the recipients; Proactively solicit and show appreciation for constructive feedback.
- Reflect accurately about the quality of your collaboration skills.

You can submit an application to earn a Collaboration badge for any project that you have completed that meets these requirements. On the application you'll need to:

- Demonstrate and provide evidence for how you demonstrated proficiency during and at the end of the project using the Collaboration Rubric.
- Reflect about your areas of strength and growth with the targeted 21st century skills by critically analyzing your work with others.
- Describe what you learned about yourself and your interests in the process.
- Think about how you will use your skills in other areas and set goals.

	Novice	Emerging	Proficient	Exemplary
Collaborate with the team to design and manage a work plan that outlines the overall goal and sufficiently describes action items, people responsible, and deadlines.	<p>Frequently misunderstands the scope and relevance of the group's work.</p> <p>Plays a passive role; tends to be an observer rather than taking initiative.</p>	<p>Demonstrates a limited understanding of the scope and relevance of the team's work.</p> <p>Fulfills roles and responsibilities with regular prompting and coaching.</p>	<p>Demonstrates a clear understanding of the scope and relevance of the team's work; sufficiently describes the duties and/or roles of all team members.</p> <p>Fulfills roles and responsibilities with little prompting or coaching.</p>	<p>Provides leadership to the group in defining the mission and vision for the work. Clearly articulates the team's goals, thoughtfully organizes and divides the work, checks on progress, or provides focus and direction for the project. Shares leadership; knows when to lead and when to follow.</p>
Help resolve conflict or address challenges within the group; negotiate to reach workable solutions.	<p>Often contributes to group challenges or confusion by withdrawing participation and/or setting a negative tone in words and actions.</p>	<p>Periodically, but not consistently, helps resolve conflict or address challenges within the group through discussion and consensus-building activities.</p>	<p>Consistently helps resolve conflict or address challenges within the group through discussion and consensus-building activities.</p>	<p>Consistently enhances group productivity by making compromises, building consensus among team members and setting a positive tone in words and actions; shows understanding of the learning needs of group members.</p>

<p>Consistently complete your action items on time and keep your team members informed about your progress.</p>	<p>Accepts responsibilities with hesitation.</p> <p>Is unwilling to help others in need.</p> <p>Is rarely well-prepared for group work; consistently submits work late.</p> <p>Performs work that is often not related or is unimportant to the assignment; submits work that is incomplete and does not meet specifications for assigned task.</p> <p>Focuses on his/her work in isolation; frequently ignores or misunderstands the goals of the group and the roles individual members play in producing quality collaborative work.</p>	<p>Shows a willingness to accept responsibilities.</p> <p>Is sometimes hesitant to help others in need.</p> <p>Is sometimes well-prepared for group work; completes some individual action items on time.</p> <p>Products may be lacking in quality; periodically, but not consistently, meets specifications for assigned tasks.</p> <p>Sometimes shows evidence of monitoring individual and team progress toward goals and prioritizing; periodically makes adjustments based on status of collaborative work.</p>	<p>Accepts responsibilities with a positive attitude.</p> <p>Assists others as needed; values opinions and skills of all group members.</p> <p>Is often well-prepared for group work; completes all individual action items on time.</p> <p>Submits high-quality products; regularly meets specifications for assigned tasks.</p> <p>Consistently and accurately prioritizes and monitors individual and team progress toward goals, making sufficient corrections and adjustment when needed.</p>	<p>Shows excitement about the task at hand; inspires and motivates the group.</p> <p>Consistently produces high-quality individual work; connects this work to the work of others in ways that improve the group's overall work.</p> <p>Regularly employs a wide range of project management strategies that enhance the group's effectiveness (e.g., creates timelines, identifies or sets goals, prioritizes and allocates tasks, organizes resource-gathering, monitors progress, and keeps group on task).</p>
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<p>Effectively use tech tools for shared collaboration to manage the work.</p>	<p>Shows a lack of awareness of the current technological tools available for collaboration, is hesitant to use tools selected by the team to complete tasks, and often uses selected tools in a manner that decreases the team’s productivity.</p> <p>Is hesitant to collaborate asynchronously using technological tools; uses an inappropriate tone when collaborating with collaborators asynchronously.</p>	<p>Shows minimal awareness of the current technological tools available for collaboration; agrees to use tools selected by the team to complete the tasks. Generally uses selected tools appropriately and responsibly, but sometimes does so in a manner that decreases the team’s productivity.</p> <p>Is beginning to demonstrate comfort and confidence in collaborating asynchronously using technological tools. Sometimes uses effective communication strategies to appropriately exchange information and read, interpret, and respond to collaborators’ work, but needs coaching at times on how to do so using an appropriate tone.</p>	<p>Shows an awareness of the current technological tools available for collaboration, aids in the team’s selection of the most appropriate tools for the tasks, uses selected tools appropriately and responsibly in a manner that enhances the team’s productivity.</p> <p>When collaborating asynchronously using technological tools, consistently uses effective communication strategies to appropriately exchange information and read, interpret, and respond to collaborators’ work using an appropriate tone.</p>	<p>Shows deep understanding of the current technological tools available for synchronous and asynchronous collaboration by informing the team about options and ways in which various tools can assist with productivity. Supports team members in using the selected tools appropriately and responsively; offers guidance regarding how to increase productivity through effective use of selected tools.</p>
<p>Give constructive feedback in a manner that is well-received by the recipients; Proactively solicit and show appreciation for constructive feedback.</p>	<p>Refrains from offering feedback.</p> <p>Responds to constructive feedback with a negative and/or disengaged attitude. Delivery of or response to constructive criticism limits the group’s ability to produce high-quality work (e.g., becomes defensive or provides vague, confusing commentary).</p>	<p>Is beginning to show confidence in offering feedback to team members; feedback is sometimes well-received.</p> <p>Sometimes accepts constructive feedback; shows minimal appreciation for constructive feedback.</p>	<p>Consistently provides constructive feedback; delivers feedback effectively in a manner that is well-received by the recipients.</p> <p>Proactively solicits feedback; consistently accepts and shows appreciation for constructive feedback.</p>	<p>Shows a high comfort level in providing and receiving feedback; displays curiosity about the quality of work and seeks helpful, descriptive feedback from peers, the teacher, and experts involved; and provides and receives feedback in ways that advance the group’s ability to produce high-quality work.</p>

<p>Reflect accurately about the quality of your collaboration skills.</p>	<p>Rarely engages in self-critique or reflection on collaboration strengths and areas in need of improvement. Shows an inability to describe learning as a result of collaboration experience. (Where was the student's collaboration strong? Where was it weak? How much support did he/she need? What improvements could be made in collaboration next time?)</p>	<p>Sometimes engages in self-critique and reflection on collaboration strengths and areas in need of improvement. Describes learning as a result of collaboration experience, but description lacks clarity. (Where was the student's collaboration strong? Where was it weak? How much support did he/she need? What improvements could be made in collaboration next time?)</p>	<p>Consistently engages in self-critique and reflection on collaboration strengths and areas in need of improvement. Clearly describes learning as a result of collaboration experience. (Where was the student's collaboration strong? Where was it weak? How much support did he/she need? What improvements could be made in collaboration next time?)</p>	<p>Is highly reflective and shows a strong capacity for self-critique.</p>
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