

## Evaluation Rubric

Date: \_\_\_\_\_

Observer: \_\_\_\_\_

Assignment: \_\_\_\_\_

Group Members: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**1. Performance boosting:** Performance among group members can be enhanced if social loafing is avoided and team members are given appropriate assignments. Evaluation and feedback can also boost students to perform better.

	<b>Observed that this was a primary attribute</b>	<b>Observed Moderately</b>	<b>Observed Rarely</b>	<b>Not observed</b>
<b>Ia. Appropriate assignments (SEL: self-management)</b>	Each member had at least one appropriate assignment. All members knew what their assignments were and were willing to perform them.	Most members had appropriate assignments and were able to perform them.	There was some confusion as to who was assigned to do which tasks. Some members were unaware of their tasks.	No assignments of tasks were made. Group members were unsure what their roles entailed.
Check appropriate box	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Examples or Notes				

	<b>Observed that this was a primary attribute</b>	<b>Observed Moderately</b>	<b>Observed Rarely</b>	<b>Not observed</b>
<b>1b. Enhancing performance of group members for whom these tasks were not among their strengths (SEL: responsible decision-making, self-management, relationship skills)</b>	All members knew their tasks and willingly performed them. People willingly helped each other when necessary. Buoyed by the group, some of the students performed better than they would have on their own.	Most members knew their tasks. Some were willing to help others.	Some members of the group did most of the work, with only a little help from the group members who didn't believe they were as skilled for this task as others.	Some members were discouraged from participating and did very little or nothing at all toward the group project.
Check appropriate box	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Examples or Notes				

	<b>Observed that this was a primary attribute</b>	<b>Observed Moderately</b>	<b>Observed Rarely</b>	<b>Not observed</b>
<b>1c. Promoting social cohesion (SEL: Social awareness and relationship skills)</b>	Members of the group got along well together. Although each had an assigned task, members helped each other. All were willing to listen to each other's ideas.	Members of the group got along moderately well. Some members helped others and listened to others' ideas.	Members of the group tolerated each other, but interacted very little.	Members of the group were on their own to complete their assignments. Those who didn't were admonished by other members of the group.
Check appropriate box	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Examples or Notes				

<b>2. Attitudes and beliefs toward problem-solving</b>				
	<b>Observed that this was a primary attribute</b>	<b>Observed Moderately</b>	<b>Observed Rarely</b>	<b>Not observed</b>
<b>2a. Showing a willingness to solve the problem (SEL: self-management)</b>	All group members were willing and eager to solve problems. Group members helped one another solve problems.	Some group members willingly solved problems. Those who had trouble asked for help.	Several group members were reluctant to solve problems.	Group members did not solve problems.
Check appropriate box	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Examples or Notes				

	<b>Observed that this was a primary attribute</b>	<b>Observed Moderately</b>	<b>Observed Rarely</b>	<b>Not observed</b>
<b>2b. Persevering to find a solution to a problem (SEL: self-management)</b>	Group members persevered until a solution to problems was found.	Group members persevered to solve a problem, but eventually gave up.	Group members didn't try hard to solve a problem.	Group members didn't address the problem.
Check appropriate box	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Examples or Notes				

<b>Observed that this was a</b>	<b>Observed Moderately</b>	<b>Observed Rarely</b>	<b>Not observed</b>
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	<b>primary attribute</b>			
<b>2c. Improving ability to solve problems (SEL: self-management, relationship skills)</b>	Group members volunteered to help others when problems arose. Those who were helped learned from the experience. Performing problems correctly was emphasized.	When a group members had problems, other members took over and solved it.	Group members were left on their own to solve problems, and little or no group brain-storming occurred.	No problem-solving was attempted. No ideas were generated.
Check appropriate box	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Examples or Notes				

**3. Equity, Diversity, and Inclusion: Students from different demographic groups should be able to work well together and learn from their diversity**

	<b>Observed that this was a primary attribute</b>	<b>Observed Moderately</b>	<b>Observed Rarely</b>	<b>Not observed</b>
<b>3a. Expanding opportunities for everyone to participate (SEL: Relationship skills, social awareness, self-awareness)</b>	There are clear ways for everyone to participate and have ownership. There are clear paths for people who have been historically excluded from opportunities to participate. There is evidence that decision making is shared and that everyone can lead or take ownership of the process.	Most of the work was done by a few members of the group, while others were allowed to social loaf.	Some group members were marginalized and not encouraged to participate.	Some group members were not allowed to participate and their ideas were ignored.
Check appropriate box	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Examples or Notes				

	<b>Observed that this was a primary attribute</b>	<b>Observed Moderately</b>	<b>Observed Rarely</b>	<b>Not observed</b>
<b>3b. Bringing diverse people together (SEL: Social awareness, relationship skills, self-awareness)</b>	People are sharing experiences that have not been around each other before. There is plenty of interaction, dialogue, and exchange of ideas or values.	There is some diversity in race, age, nationality, and perspective. Some people are sharing ideas or values.	There is little diversity. Participants are diverse in one way (i.e. gender) but not in others (i.e. race, culture)	There is no diversity in age, race, gender, nationality, or socio-economic factors. Everyone looks the same.
Check appropriate box	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Examples or Notes				

<b>4. Supportive climate: A supportive climate with group cohesion emerges when students practice openness, trust, support, and respect.</b>				
	<b>Observed that this was a primary attribute</b>	<b>Observed Moderately</b>	<b>Observed Rarely</b>	<b>Not observed</b>
<b>4a. Respecting different ideas and approaches. (SEL: Self-awareness, social awareness, relationship skills, self-management)</b>	All ideas were respected and discussed. No ideas were dismissed outright. Group members were lauded for their ideas.	Most ideas were respected.	Some ideas were ignored.	Some group members' ideas were rudely rejected.
Check appropriate box	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Examples or Notes				

**4. Supportive climate: A supportive climate with group cohesion emerges when students practice openness, trust, support, and respect.**

	<b>Observed that this was a primary attribute</b>	<b>Observed Moderately</b>	<b>Observed Rarely</b>	<b>Not observed</b>
<b>4b. Respecting perseverance and risk-taking (SEL: Self-awareness, social awareness, relationship skills, self-management)</b>	Group members having trouble were encouraged and helped by other group members. Those who thought outside the box were lauded. The group shared team loyalty.	Some group members were encouraged to persevere when they had trouble.	When group members were taking too long, others did the work for them.	Group members had no time for members who couldn't persevere and some of the work didn't get finished.
Check appropriate box	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Examples or Notes				

4. Supportive climate: A supportive climate with group cohesion emerges when students practice openness, trust, support, and respect.				
	Observed that this was a primary attribute	Observed Moderately	Observed Rarely	Not observed
<b>4c. Reflecting on the progress (SEL: Self-awareness, social awareness, relationship skills, self-management)</b>	Group members periodically met to see how and what others were doing. Suggestions were made. Those who needed help were helped and encouraged.	Group members sometimes inquired about what others were doing, but no group meetings took place.	Group members rarely inquired about what others were doing, and no group meetings took place.	Group members worked alone until the project was finished.
Check appropriate box	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Examples or Notes				