Group Work Rubrics and Checklists

http://www.readwritethink.org/classroom-resources/lesson-plans/pros-cons-discussion-819.html

Group Participation Assessment Rubric

Apprentice	Basic	Learned	Exemplary
-Rarely contributed to the	-Contributed good effort to the	-Contributed great effort to the	-Contributed exceptional effort
group's project; often needed to	group's project.	group's project.	to the group's project.
be begged to focus and produce;			
frequently off task; distracted	-Was helpful and cooperative in	-Did a good job of organizing	-Did a fantastic job in organizing
group.	completing his or her share.	group efforts and keeping people	group efforts and keeping people
		on track.	on track.
-Rarely completed his or her			
share; almost always needed to		-Completed his or her share with	-Went above and beyond the call
be prodded.		great effort.	of duty to further group's work.

Class Participation Assessment Rubric

Apprentice	Basic	Learned	Exemplary
-Does not attend class on	-Participation is generally similar	-Participation is as good as one	-Attends all but one or two class
consistent basis.	to one receiving an Apprentice	receiving an Exemplary rating,	sessions.
	rating, but there are one or two	but one or two elements are not	
-Never prepared for class.	elements which are relatively	quite a distinguished level.	-Always well prepared for class.
Evident that individual has not	well done.		
completed reading assignments			-Evident that individual has
prior to class.			completed all reading
			assignments prior to class.
-Exhibits negative attitudes			
toward course and class			-Exhibits positive, supportive
members.			attitude toward course and class
			members.
-Does not contribute to class			
discussions or in-class activities.			-Consistently contributes to class
			discussion.
			-Consistently contributes to in-
			class activities.

Group Presentation Assessment Rubric

Apprentice	Basic	Learned	Exemplary
-Presenters are difficult to hear.	-The presentation is generally	-The presentation is as good as	-Presenters speak in a clear voice
The rates of speaking are too fast	similar to one receiving an	one receiving an Exemplary	and show a flair for
or too slow.	Apprentice rating, but there are	rating, but there are one or two	communicating with the
	one or two elements which are	elements of the presentation	audience.
-The speakers do not show much	relatively well done.	which are less polished.	
interest and/or enthusiasm in the			-Rates of speech are appropriate.
topic. May sound like the			
speakers are reading the			-A speaker makes eye contact
presentation.			with everyone and has no
			nervous habits, is appropriately
-Eye contact is made with only			dressed and has excellent
some of the audience.			posture.
-The speakers may have nervous			-Presentation involves audience,
habits which distract from			allowing time for audience to
presentation. The speakers are			think and respond.
not presentable.			·
			-Presentation is well organized
-Speakers do not involve			with a beginning, middle and
audience.			end. There is a strong organizing
			theme, with clear main ideas and
-Presentation shows little			transitions.
organization, unclear purpose,			
unclear relationship and/or			-Information is complete and
transition between presenters,			accurate. Clear evidence of
rambles or may seem like a list of			research.
facts. Lacks conclusion.			
			-Visual aids are well done and are
-Details and examples are lacking			used to make presentation more
or not well chosen for the topic			interesting and meaningful.
or audience. Lacks evidence of			
research.			-Handout(s) attractive, well
			organized and includes relevant
			information.
			-Appropriate length.

Group Work Rubric

Criteria	Apprentice	Basic	Learned	Exemplary
Decision Making	One person dominates	Some students contribute	Most students contribute	Students contribute to
	decision-making.	to decision-making.	to decision-making.	decision-making.
Social Interaction	Students frequently	Students pay attention to	Body and/or verbal	Students respect and
	interrupt and/or put	the group discussion.	responses indicate active	encourage the views of
	down the views of others.	Some students ask	listening. Most students	others. Students ask
	Students do not ask	questions and build on	ask questions and build	questions or clarification.
	questions or clarification.	others comments.	on others comments.	Students build on others
				comments.
Contributing	Students do not	Some students contribute	Most students contribute	Students consistently
	contribute in any positive	positively to the group	positively to the group	contribute in a positive
	way to the group work.	work.	work.	way to the group work.
On Task Behavior	Students exhibit on-task	Students exhibit on-task	Most students exhibit on-	Students exhibit on-task
	behavior inconsistently.	behavior some of the	task behavior most of the	behavior consistently.
		time.	time.	
Group Structure and	With assistance, students	With assistance, students	Students complete a	Students complete a clear
Functioning	have difficulty sequencing	are able to sequence	sequence of steps.	and logical sequence of
	steps. Task is not	steps. Rushes to complete	Completes task on time.	steps. Completes task
	completed on time.	task. Division of tasks and	The leader assigns	with form and reflection
		responsibilities if	responsibilities and tasks.	and revision. Members
		inefficient and wastes		volunteer to take
		time.		responsibilities and roles.

Originally downloaded from http://www.nald.ca/CLR/Btg/ed/evaluation/groupwork.htm#groupwork