Student Group Work Assessment Rubric

| Example of a Group Work Assessment Rubric that can be conducted by students for members of their group. Adapted from [Cornell University](https://teaching.cornell.edu/resource/group-work-how-evaluate-it).  This rubric is adapted to help students to evaluate both their own and their peers’ contributions to their group community engaged learning projects. Both the group product and the group process are important pieces to assess. This rubric can be used as both a guide for expected behaviours as well as a way to assess contributions and performance with the group project setting. | | | | |
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|  | **4 - Advanced - exceeds expectations** | **3 - Competent - meets expectations** | **2 - Progressing - does not fully meet expectations** | **1 - Beginning - does not meet expectations** |
| **Quality of Work** | Provides work of the highest quality. | Provides high quality work. | Provides work that occasionally needs to be checked/redone by other group members to ensure quality. | Provides work that usually needs to be checked/redone by others to ensure quality. |
| **Contributions & Attitude** | Always cooperative. Routinely offers useful ideas. Always displays positive attitude. | Usually cooperative. Usually offers useful ideas. Generally displays positive attitude. | Sometimes cooperative. Sometimes offers useful ideas. Rarely displays positive attitude. | Seldom cooperative. Rarely offers useful ideas. Is disruptive. |
| **Preparedness** | Brings needed materials to group work sessions and is always ready to work. | Almost always brings needed materials to group work sessions and is ready to work. | Almost always brings needed materials but sometimes needs to settle down and get to work | Often forgets needed materials or is rarely ready to get to work. |
| **Problem-solving** | Actively looks for and suggests solutions to problems. | Refines solutions suggested by others. | Does not suggest or refine solutions, but is willing to try out solutions suggested by others. | Does not try to solve problems or help others solve problems. Let’s others do the work. |
| **Cooperation with Others** | Did more than others. Highly productive. Works extremely well with others. | Did own part of workload. Cooperative. Works well with others. | Could have shared more of the workload. Has difficulty. Requires structure, directions, and leadership. | Did not do any work. Does not contribute. Does not work well with others. |
| **Ability to Communicate** | Always listens to, shares with, and supports the efforts of others. Provides effective feedback. Relays a lot of relevant information.  Actively takes initiative in communicating with the community partner and leading conversations about their needs/inquiries about their project. | Usually listens to, shares with, and supports the efforts of others. Sometimes talks too much. Provides some effective feedback. Relays some basic information that relates to the topic.  Usually shows interest in leading conversations with the partner about their needs/inquiries related to their project. | Often listens to, shares with, and supports the efforts of others. Usually does most of the talking. Rarely listens to others. Provides little feedback. Relays very little information that relates to the topic.  Sometimes take initiative in communicating with the community partner and leading conversation about their needs/inquiries related to their project. | Rarely listens to, shares with, or supports the efforts of others. Is always talking and never listens to others. Provides no feedback. Does not relay any information to teammates.  Never takes initiative in connecting with the community partner about their needs/inquiries about their project. |