

Assessing Collaboration

This assessment tool has been created to support the instruction, assessment and evaluation of the six learning skills and work habits which enable academic achievement and social/ emotional growth. Teachers may choose to use all *or* some parts of this tool at different times and for different purposes (Assessment FOR Learning, Assessment AS Learning and Assessment OF Learning); in all cases, teachers are reminded to adapt it as necessary to be developmentally appropriate for the grade level.

Collaboration: the ability to work with others, both face-to-face and virtually, toward a goal and in a variety of roles.

Sample Behaviours from Growing Success (on Report Card):

- accepts various roles and an equitable share of work in a group;
- responds positively to the ideas, opinions, values, and traditions of others;
- builds healthy peer-to-peer relationships through personal and media-assisted interactions;
- works with others to resolve conflicts and build consensus to achieve group goals;
- shares information, resources, and expertise and promotes critical thinking to solve problems and make decisions.

Possible criteria for sample behaviours	CONTINUUM (AFL/ AAL/ AoL)			Sample Student Self Assessment AaL	Possible Opportunities to Gather Evidence AfL/ AoL	
	Satisfactory	Good	Excellent			
	The Student:					
<ul style="list-style-type: none"> • Listening Skills 	listens respectfully by not interrupting others and following the conversation.	listens actively and respectfully by: using a variety of skills, such as, paraphrasing, questioning, eye contact, body language, note taking etc.	listens actively, respectfully and inclusively (drawing in all voices) by using a variety of skills, such as pausing, paraphrasing, responding, questioning, encouraging, eye contact, body language, etc.	<input type="checkbox"/> Do I engage in active listening? <input type="checkbox"/> Am I respectful of other peoples' opinions and perspectives when working together? <input type="checkbox"/> Do I make sure everyone's ideas are heard? <input type="checkbox"/> Do I acknowledge and respect other peoples' feelings? <input type="checkbox"/> Do I assume different roles when working in a group (leader, contributor, encourager)? <input type="checkbox"/> Do I work to resolve conflicts when they arise? <input type="checkbox"/> Do I do my share of the work when working with others? <input type="checkbox"/> Do I participate in decision making when working with others?	Observations <ul style="list-style-type: none"> • In-Class behaviors • Assumes a variety of roles in group work • Adheres to established class norms for working together. • Participates in group discussions • Helps others • Is respectful of others 	
<ul style="list-style-type: none"> • Paying Attention to Self and Others 	is respectful of other students.	is respectful of other students; responds positively to others; is aware of own impact on peer to peer relationships.	responding positively to others; is aware of own impact on peer to peer relationships; responds constructively when others appear uncomfortable or excluded.			
<ul style="list-style-type: none"> • Assumption of a Variety of Roles 	assumes and fulfils the same role consistently.	participates in a variety of roles: leader, facilitator, worker, researcher, recorder, timekeeper etc.	recognizes when a particular role is needed and takes on that role seamlessly.			Conversations <ul style="list-style-type: none"> • Student Conferencing • With groups <i>while</i> working • Reflective Conversations after work has been completed
<ul style="list-style-type: none"> • Decision Making 	listens to and accepts the ideas of the group .	listens to and accepts the ideas of the group while offering own ideas.	listens to the ideas of the group while offering own ideas and had strategies to build consensus.			
<ul style="list-style-type: none"> • Contributions to Group Tasks 	sometimes does an equitable share of the work.	usually does an equitable share of the work.	consistently does an equitable share of the work.			Products <ul style="list-style-type: none"> • Work Logs/ Learning Journals • Completes share of work • Provides feedback for others
<ul style="list-style-type: none"> • Conflict Resolution 	identifies a problem within the group.	identifies the problem within the group and seeks to understand it.	identifies the problem within the group, seeks to understand it, and addresses it constructively.			
<ul style="list-style-type: none"> • Open mindedness 	listens to divergent perspectives.	listens to and accepts divergent perspectives.	seeks out and incorporates divergent perspectives.			

LEARNING SKILLS AS *ACADEMIC ENABLERS* AND THE ROLE OF A **GROWTH MINDSET***

People who have a **Growth Mindset** believe that intelligence is a quality that can be cultivated (in other words, it is not “fixed” or static) because the brain is like a muscle that can be trained. This **Mindset**, or disposition toward learning, has strong correlations to effort, self-efficacy, motivation and engagement. When teachers model and foster the development of a growth mindset, students are more likely to set high personal goals, persevere in their pursuit of those goals, develop resiliency in the face of challenges and, ultimately, recognize that their own efforts, skills and strategies were *enablers* of their learning and achievement.

*Dweck, Carol. *Mindset: The New Psychology of Success*. New York: Ballantine Books. 2008.

From Growing Success

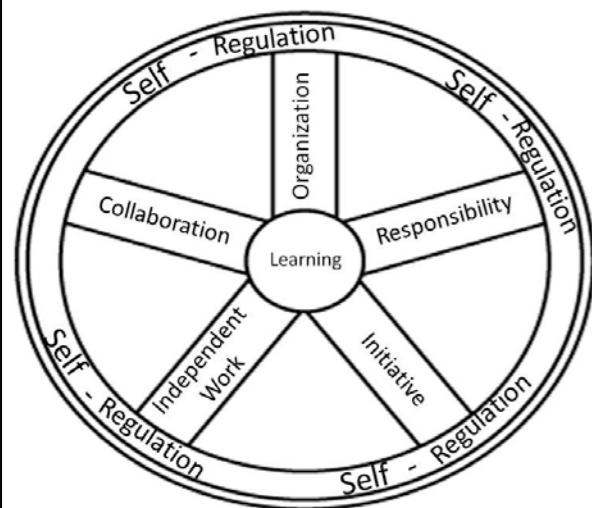
“The development of learning skills and work habits needed to succeed in school and in life begins early in a child’s schooling. As students move through the grades, they develop and then consolidate their learning skills and work habits in preparation for postsecondary education and the world of work.

It is expected that teachers will work with students to help them develop the learning skills and work habits... to help students become effective learners, recognizing that it will look different at the various grade levels.

...there is broad agreement among educators... that learning skills and work habits...contribute substantially to student success. It is expected that teachers will work with students and their parents to ensure that they understand these learning skills and work habits and their importance.

Students benefit when teachers discuss and model these skills, and when teachers and parents work with students to help them develop these skills. Students also benefit when teachers work with them to explain how these skills will be assessed and evaluated....To the extent possible...the evaluation of learning skills and work habits, apart from any that may be included as part of a curriculum expectation in a subject or course, should not be considered in the determination of a student’s grades.

Assessing, evaluating, and reporting on the achievement of curriculum expectations and on the demonstration of learning skills and work habits separately allows teachers to provide information to the parents and student that is specific to each of the two areas of achievement” (GS 10-14).



Possible Teacher Planning and Reflection Questions

How have I:

- ✓ explicitly taught how to collaborate?
- ✓ co-constructed a clear understanding of the criteria with students?
- ✓ provided feedback in relation to the criteria?
- ✓ created a learning environment that fosters the development of collaboration?
- ✓ embedded this LSWH in curriculum learning tasks and classroom culture?
- ✓ engaged students in self-assessment of collaboration?
- ✓ considered the individual learner profile when assessing the development of this LSWH?
- ✓ assisted students in setting personal goals in relation to collaboration?
- ✓ provided students with multiple opportunities to develop and demonstrate this LSWH over time?
- ✓ used a variety of sources of evidence when evaluating collaboration?