

Group Task:

Performance Criteria	Level 1	Level 2	Level 3	Level 4
Preparation • completes tasks assigned by group	Student does some tasks the group assigns.	Student does most tasks the group assigns.	Student does all tasks the group assigns.	Student does assigned tasks, helps others.
Punctuality • completes assigned tasks on schedule	Student needs reminders and work is still late.	Student needs reminders and work is on time.	Student does tasks on time without reminders.	Student does tasks on time, helps others.
Analytical Quality • uses and extends group discussions	Student can copy items from group meetings.	Student can discuss items in group meetings.	Student analyzes items from group meetings.	Student extends items from group meetings.
Participation • participates willingly and actively	Student needs frequent prompting.	Student speaks with some prompting.	Student raises points with group.	Student offers feedback, may lead meetings.
Motivation • offers feedback, encourages others to contribute	Student may respond, with some support.	Student offers some feedback to others.	Student gives positive feedback to others.	Student leads motivation of others.
Listening • listens actively • responds to others	Student listens but interrupts often.	Student listens and offers feedback to others.	Student accepts others' ideas, offers feedback.	Student extends others' ideas at subsequent meetings.
Communication • accepts ideas, opinions of others • helps improve group	Student shows little awareness of group dynamics.	Student uses verbal skills to test ideas in group.	Student uses verbal skills to improve group work.	Student offers good support for others' ideas and opinions.
Group Reasoning • provides support for own ideas • helps build consensus	Student needs much prompting to participate.	Student can support own ideas, can debate calmly.	Student debates well and works toward conclusion all members support.	Student seeks ways to get consensus with calm debate.
Use of Time • Student uses time efficiently to complete assigned task	Student needs much prompting to stay on task.	Student needs some encouragement to stay on task.	Student stays focussed and uses class time effectively.	Student shows initiative in completing task.