



Rewarding Learning

RUBRIC FOR ASSESSING WORKING WITH OTHERS



Rubric for Assessing Working with Others

Based on pointers for progression by the end of Key Stage 3: in **Thinking Skills and Personal Capabilities for Key Stage 3**

Pointers for progression by the end of Key Stage 3

The ability to work with others is integral to pupils and young people's personal, social and emotional development. In specific learning contexts, the focus is on ensuring that pupils recognise the value of collaboration and make the most of their learning when working with others. In the early stages, this involves pupils developing confidence to join in and to participate. As pupils progress¹, they begin to recognise different roles that they can adopt in face-to-face groups. They also develop the ability to participate in these different roles. Collaborative work allows teachers to gauge how well pupils are developing negotiation skills and a sense of fairness and respect for other points of view. An important pointer for progression is when pupils collaborate and also take advantage of the opportunities for learning afforded by social situations – learning from others, giving and responding to feedback, taking the lead and helping others.

¹NOTE: When referring to this rubric, please remember that many pupils are likely to progress in Thinking Skills and Personal Capabilities in a non-linear fashion. This means that for any of the statements, a pupil might perform well on one occasion, but not consistently when doing something similar in another context. For example, a pupil might confidently ask questions around a topic they feel comfortable with, but need prompting when a new area is the focus. The purpose of assessment here is diagnostic: by building a picture of a pupil's performance over time you will get a sense of where they are confident and where they still need support. By sharing rubrics with pupils and involving them in setting their own success criteria you can lead them to set their own priorities for learning, recognising where their strengths and weaknesses are and in which areas of their work.

Rubric for Assessing Working with Others

Pointers for progression	Novice (N)	Apprentice (A)	Practitioner (P)	Expert (E)
<p>Are capable of harnessing social and interpersonal resources for the purposes of learning (creating learning opportunities with and for others).</p> <p>Pupils discover how to:</p> <ul style="list-style-type: none"> understand how actions and words affect others; and adapt their behaviour and language to suit different people and situations. 	<p>When prompted, recognise the impact of particular words and conduct on others.</p> <p>When prompted, adapt their behaviour to suit different situations.</p>	<p>Take account of others in a group.</p> <p>Adapt behaviour to suit different roles and situations, acting as a team member.</p>	<p>Adapt their contributions, understanding the attitudes and opinions of others in a group.</p> <p>Influence the group positively, making useful contributions and encouraging others.</p>	<p>Are sensitive in their contributions, empathising with the individual concerns of others in a group.</p> <p>Influence the group positively, making insightful contributions and encouraging others, including taking a leadership role when necessary.</p>
<p>Take increasing responsibility for work assigned in teams (roles and responsibility).</p> <p>Pupils discover how to:</p> <ul style="list-style-type: none"> develop routines of turn-taking, sharing and cooperating; and take personal responsibility for work with others and evaluate their own contribution to the group. 	<p>When prompted, can say what needs to be done and what part they can play.</p>	<p>Are prepared to take on part of the work for a group activity that they see as within their grasp.</p> <p>Explain what they see needs to be done and what they will contribute to get it done.</p>	<p>Readily take on any part of the work for a group activity.</p> <p>Carry out their part of completing the work, and collaborate with the rest of the group to assist others to do the same.</p>	<p>Persuasively set out a proposed course of action, taking a lead in allocating component parts of the activity to individual group members.</p> <p>Act as a team player, acknowledging strengths and weaknesses of their own performance during a group activity.</p>

Rubric for Assessing Working with Others

Pointers for progression	Novice (N)	Apprentice (A)	Practitioner (P)	Expert (E)
<p>Are willing to critically evaluate and change the approach in a group if necessary.</p> <p>Pupils discover how to:</p> <ul style="list-style-type: none"> listen actively and share opinions; and be fair. 	<p>Listen to and acknowledge different views.</p>	<p>Listen to and take account of different views.</p> <p>Incorporate reasonable suggestions into group decisions.</p>	<p>Show fairness and consideration to other opinions or points of view.</p> <p>Propose an alternative if the group is straying off-course.</p>	<p>Actively seek alternative opinions and suggestions, acknowledging contributions.</p> <p>Persuade the group to redirect their efforts if a course of action isn't producing results.</p>
<p>Are willing to take the lead in demonstrating learning to others (influencing others and taking the lead).</p> <p>Pupils discover how to:</p> <ul style="list-style-type: none"> suggest ways of improving their approach to working collaboratively. 	<p>When prompted, recognise whether their contributions to a group activity have been effective or not.</p>	<p>Suggest changes to a group activity that would benefit their team members as well as themselves.</p>	<p>Show how improvements could be made to a group activity by modelling an alternative approach.</p>	<p>Lead by example, showing how a particular course of action or way of working produces better results within a collaborative activity.</p>
<p>Are able to give and respond to feedback from peers and adults and understand its importance for learning (learning with and from others).</p> <p>Pupils discover how to:</p> <ul style="list-style-type: none"> give and respond to feedback. 	<p>Encourage others in their group, acknowledging their success.</p> <p>Accept feedback from others.</p>	<p>Encourage others in their group by giving feedback in the form of praise as well as suggesting possible improvements.</p> <p>Act on feedback.</p>	<p>Give constructive feedback and support to others.</p> <p>Use feedback from other group members to improve their own performance.</p>	<p>Work collaboratively to improve performance in joint activities, recognising the usefulness of responding to the opinions of others.</p> <p>Actively seek feedback on particular areas of concern.</p>

Rubric for Assessing Working with Others

Pointers for progression	Novice (N)	Apprentice (A)	Practitioner (P)	Expert (E)
Are willing and able to reach agreement through compromise (negotiation skills).	<p>Recognise that others may have views and beliefs that differ from their own.</p> <p>Need support in resolving issues and reaching agreements.</p>	<p>Acknowledge views and beliefs that differ from their own.</p> <p>Make a positive contribution when reaching agreements.</p>	<p>Understand views and beliefs that differ from their own.</p> <p>Reach agreement through negotiation and manage discussions to achieve results.</p>	<p>Can act as an advocate for views and beliefs that may differ from their own.</p> <p>Take the lead in negotiating agreements, where necessary making the case for compromise to achieve results.</p>