



Working with Others Rubric – Division 1

For each skill listed below, read the three statements and select the one that best describes this student's current level of performance in working with others. Use this information to determine a starting point for choosing strategies and supports the student will need to be successful.

Proficient = universal strategies and supports
 Approaching proficiency = targeted strategies and supports
 Limited = specialized strategies and supports

Working with Others	Proficient	Approaching proficiency	Limited
Cooperates with others	<input type="checkbox"/> Works in a variety of partnerships and groups. <input type="checkbox"/> Helps others and asks others for help; e.g., how do you..., I can help you ...	<input type="checkbox"/> Works in assigned partnerships and groups. <input type="checkbox"/> With prompts, will ask others for help and will help others.	<input type="checkbox"/> With support, is beginning to work with a partner or in a small group. <input type="checkbox"/> With support, is beginning to use words, visuals or augmentative or alternative communication systems to ask others for help and help others.
Works in groups	<input type="checkbox"/> Contributes relevant information and questions to extend group understanding of topics and task. <input type="checkbox"/> Stays on topic during class and group discussions.	<input type="checkbox"/> Contributes some information and questions in group settings. <input type="checkbox"/> With prompts, stays on topic during class and group discussions.	<input type="checkbox"/> With support, is beginning to use words, pictures or augmentative or alternative communication systems to contribute information in a small group setting. <input type="checkbox"/> With prompts, attends to topic during discussions.
Evaluates group process	<input type="checkbox"/> Recognizes own and others' contributions to group process; e.g., after a group activity, the student can state, "I helped my group by ...," "I liked the idea that ... shared."	<input type="checkbox"/> Can choose from a list to identify own and other's contributions to group process.	<input type="checkbox"/> With support, is beginning to use words, select a visual or use augmentative or alternative communication systems to represent their contributions to the group.