



Working with Others Rubric – Division 3

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"/> Proposes ideas or advocates points of view that recognize the ideas of others and advance the thinking of the group. <input type="checkbox"/> Uses opportunities as a group member to contribute to group goals and extend own learning.	<input type="checkbox"/> With prompts, proposes ideas that contribute to the group's work. <input type="checkbox"/> Will select from a list of suggestions, ways in which to contribute to group goals.	<input type="checkbox"/> With support, is beginning to communicate an idea using visual supports with a partner or in a small group. <input type="checkbox"/> With support, is beginning to use role-play, social stories or modelling to practise concrete ways of contributing to group work.
Works in groups	<input type="checkbox"/> Contributes ideas, knowledge and strategies to identify group information needs and sources. <input type="checkbox"/> Organizes and completes tasks cooperatively; e.g., defining roles and responsibilities; negotiating to find the basis for agreement; setting objectives and time frames; reviewing process.	<input type="checkbox"/> Selects from a list, ways to contribute ideas, knowledge and strategies to identify group information needs and sources. <input type="checkbox"/> Uses a checklist to organize and complete tasks cooperatively.	<input type="checkbox"/> With prompts, is beginning to use pictures to identify a group information source (pictures and/or real-life objects). <input type="checkbox"/> With support, will complete a specific task with a partner or in a small group.
Evaluates group process	<input type="checkbox"/> Establishes and uses criteria to evaluate group process and offers constructive feedback.	<input type="checkbox"/> Can choose from a list, criteria to evaluate group process and practise offering feedback through role-play.	<input type="checkbox"/> With prompts, is beginning to select a visual or word to represent contributions to the group.