

## Cooperative Learning Student Self-Assessment Rubric

Team # \_\_\_\_\_ Team Member \_\_\_\_\_

<b>3</b> <b>As a Team We:</b>	<b>2</b> <b>As a Team We:</b>	<b>1</b> <b>As a Team We:</b>
<input type="checkbox"/> Consistently and actively worked toward group goals	<input type="checkbox"/> Worked toward group goals with occasional prompting	<input type="checkbox"/> Worked toward group goals only when prompted
<input type="checkbox"/> Cared about each other's successes in learning as much as our own	<input type="checkbox"/> Somewhat understood that the team's success is dependent on each of us being successful	<input type="checkbox"/> Cared only about individual learning
<input type="checkbox"/> Continuously interacted with each other, providing constructive input, supporting and encouraging each other, and solving problems efficiently	<input type="checkbox"/> Interacted with each other positively to a certain degree	<input type="checkbox"/> Did not have the rapport and trust to work cooperatively
<b>3</b> <b>As a Team Member I:</b>	<b>2</b> <b>As a Team Member I:</b>	<b>1</b> <b>As a Team Member I:</b>
<input type="checkbox"/> Continuously supported and encouraged the others	<input type="checkbox"/> Offered help only when I was asked	<input type="checkbox"/> Did not help my team members at all
<input type="checkbox"/> Stayed open-minded and listened to my team members' ideas	<input type="checkbox"/> Tried to listen to others' ideas but was not patient	<input type="checkbox"/> Did not listen to my team members' ideas
<input type="checkbox"/> Routinely provided useful ideas and showed strong effort	<input type="checkbox"/> Sometimes provided useful ideas and satisfactorily did what was required	<input type="checkbox"/> Rarely provided useful ideas and did not contribute

Sources: Adapted from Johnson, D. W., & Johnson, R. T. (1999a). Learning together and alone: Cooperative, competitive, and individualistic learning (5th ed.). Boston: Allyn & Bacon; Johnson, D. W., & Johnson, R. T. (1999b). Making cooperative learning work. *Theory Into Practice*, 38(2), 67–73.