

## **DIRECTIONS FOR INSTRUCTOR USE OF THE TEAMWORK ASSESSMENT RUBRIC**

Attached you will find the teamwork assessment rubric developed by the College of Business and Technology's Assessment Team. This rubric is intended for use in evaluating student performance in teams to produce an assigned product/problem solution. Instructors are encouraged to share copies of the assessment rubric with students in advance of the students' participation in group assignments so that they will understand what is expected of them on the assignment.

**Both the INSTRUCTOR AND EACH TEAM MEMBER are to complete a teamwork rubric. The team members will serve as the primary raters with the instructor giving input based on his/her interaction with the team.** Raters should familiarize themselves with the categories of student performance covered in the rubric before use of the rubric to evaluate student teamwork. To use the rubric, raters should place check marks in the boxes corresponding to their evaluation of the various dimensions (i.e., meets/communicates regularly, etc.) of student performance.

The rubric is set up with three levels of performance (i.e., does not meet expectations, meets expectations, exceeds expectations) that can be achieved by the student during the teamwork experience.

- Does not meet expectations:
  - 0 = The student does not demonstrate sufficient knowledge, skills or abilities with respect to this dimension and therefore, does not meet the instructor's expectations.
- Meets expectations:
  - 1 = The student demonstrates sufficient knowledge, skills or abilities with respect to this dimension, and thereby basically meets the instructor's expectations
- Exceeds expectations:
  - 2 = The student demonstrates greater knowledge, skills, or abilities than expected by the instructor, and thereby exceeds the instructor's expectations with respect to this dimension

If a dimension contained in the rubric is not applicable for a given assignment, the rater should simply leave that dimension blank.

Instructors may want to note that printing the rubric on a legal-sized sheet of paper will allow it to print on a single page

### TEAMWORK ASSESSMENT RUBRIC

	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Team becomes acquainted with each member's knowledge and expertise.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Team identifies and utilizes each member's skill set.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Team agrees upon problem/project focus and establishes goals.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Team breaks problem/project into sub-tasks with milestones and deadlines.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Team creates contingency plan(s).	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Team defines quality standards to judge members' contribution.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Team members hold each other accountable for progress toward project goal.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Each team member offers and accepts constructive criticism and feedback.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Team is able to negotiate and compromise.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Team is able to resolve conflict(s) without destroying group process.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Team has a clear statement of expectations for each member.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Team defines mechanisms to coordinate and communicate with members.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Team has mechanisms in place to track progress at checkpoints and milestones (meeting minutes/agendas/action plans).	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Team is flexible/adaptable to changing requirements.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Each team member makes a significant contribution.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Team holds regular team meetings.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Each team member does a fair share of the work.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Each member actively listens to other members' ideas.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Each member is given equal discussion time.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Team members seek information from one another (collaboration).	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Discussions and questions are encouraged and alternate viewpoints are entertained.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Team members show courtesy and respect for other members.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Team operates in the fashion required by the assignment (i.e., either synergistically or in a well-coordinated division of labor).	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Team's output/result is integrated and cohesive (e.g., no redundant material across team members' sections/output).	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Team accomplished goals established by the instructor.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Team completed its work on time.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Team's output/result is high quality and professional.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Overall, the student:	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2