

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

This rubric is intended for use in evaluating student performance in teams to produce an assigned product/problem/presentation. Instructors should 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 and how their peers will be evaluating them. The instructor plus each team member are to complete the rubric.

*To use the rubric, evaluators should place check marks in the boxes corresponding to their evaluation of the various dimensions of team member's performance.*

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

- Does not meet expectations:  
The student does not demonstrate sufficient knowledge, skills or abilities with respect to this dimension and therefore, does not meet the instructor's expectations.
- Generally meets expectations:  
The student demonstrates sufficient knowledge, skills or abilities with respect to this dimension, and thereby basically meets the instructor's expectations.
- Exceeds expectations:  
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.

The summative evaluation of a team member will have in each box the tallies of the peer and instructor rating.

**MTSU Computer Science Teamwork Rubric version 2.0 Last Change 4/14/2011**

<b>Name of Individual being evaluated:</b>			
<b>Name of Evaluator:</b>			
<b>Team Responsibilities</b>	<b>Does not meet expectations</b>	<b>Generally meets expectations</b>	<b>Exceeds expectations</b>
Team member contributes to manage the problem/task, resolving personnel issues, and actively working to achieve the goals.	Has difficulty getting a commitment to a common goal. <input type="checkbox"/>	Has commitment to a common goal by most members. <input type="checkbox"/>	Has group buy-in and commitment to a common goal. <input type="checkbox"/>
Roles and responsibilities are effectively managed by the team member.	The team member's roles are not defined or understood by all; the member is not able to describe the role of all other members. <input type="checkbox"/>	The team member's roles are defined informally and may not be understood by all; the member may not be able to describe the role of all other members. <input type="checkbox"/>	The team member's role is defined and understood by all; the member can explain the role of others. <input type="checkbox"/>
Team member gives and receives constructive feedback.	Rarely listens to, shares with, and supports the efforts of others; often is not a good team player. <input type="checkbox"/>	Usually listens to, shares, with, and supports the efforts of others; does not cause "waves" in the group. <input type="checkbox"/>	Almost always listens to, shares with, and supports the efforts of others; tries to keep people working well together. <input type="checkbox"/>
Team member establishes actionable goals for his/her part of the problem/task and takes responsibility.	Does not perform assigned tasks; often misses meetings and, when present, does not have anything constructive to say; relies on others to do the work. <input type="checkbox"/>	Performs assigned tasks but needs many reminders; attends meetings regularly, but generally does not say anything constructive; sometimes expects others to do his/her work. <input type="checkbox"/>	Performs all tasks very effectively; attends all meetings and participates enthusiastically; very reliable. <input type="checkbox"/>

<b>Team Cooperation and Communications</b>	<b>Does not meet expectations</b>	<b>Generally meets expectations</b>	<b>Exceeds expectations</b>
Team member identifies and utilizes the other member's knowledge and expertise.	Often argues with team mates; doesn't let anyone else talk; occasional personal remarks; wants to have things done his/her way; does not listen to alternate approaches. <input type="checkbox"/>	Generally listens to others' points of view; always uses appropriate and respectful language; tries to make a definite effort to understand others' ideas. <input type="checkbox"/>	Always listens to others and their ideas; helps them develop their ideas while giving them full credit; always helps the team reach a fair decision. <input type="checkbox"/>
Team member focuses on issues that facilitate solving the problem.	Rarely focuses on the task and what needs to be done; lets others do the work. <input type="checkbox"/>	Focuses on the task and what needs to be done most of the time; other group members can count on this person. <input type="checkbox"/>	Consistently stays focused on the task and what needs to be done; very self-directed. <input type="checkbox"/>
Team member demonstrates collaboration, negotiation and compromise.	Team member makes decisions that do not reflect the thinking or desires of the group. <input type="checkbox"/>	The team member's decision-making is done informally leading to inconsistency in implementation and failure to involve all group members. <input type="checkbox"/>	The team member has clear procedures for making decisions that are established and documented involving all group members. <input type="checkbox"/>
Team member is respectful of other members. All viewpoints are heard and recognized including stakeholder positions not represented actively on the team.	The team member is competitive and individualistic rather than cooperative and supportive. <input type="checkbox"/>	The team member has a general attitude of respect for team members but some members may not be heard as much; acknowledgements are sporadic; not all members feel comfortable asking questions or ask for help from the team member. <input type="checkbox"/>	The team member treats all team members with respect; listens to and acknowledge all ideas presented by other members; all members feel free to ask questions or ask for help from the team member. <input type="checkbox"/>
Team member communicates with other members as appropriate.	Fails to exchange ideas. <input type="checkbox"/>	Exchanges ideas but with some difficulty. <input type="checkbox"/>	Effectively exchanges ideas. <input type="checkbox"/>

<b>Team Contribution</b>	<b>Does not meet expectations</b>	<b>Generally meets expectations</b>	<b>Exceeds expectations</b>
Team member uses appropriate tools and processes to resolve the problem/task, including establishing sub tasks, milestones, and quality levels (as necessary).	Does not collect any relevant information; no useful suggestions to address team's needs. <input type="checkbox"/>	Collects information when prodded; tries to offer some ideas, but not well developed, and not clearly expressed, to meet team's needs. <input type="checkbox"/>	Collects and presents to the team a great deal of relevant information; offers well-developed and clearly expressed ideas directly related to the group's purpose. <input type="checkbox"/>
Team member is flexible to changing conditions and build contingency plans as needed.	Team member is unable to adapt to changing conditions. <input type="checkbox"/>	Team member sometimes has difficulty in adapting to changing conditions. <input type="checkbox"/>	Team member adapts to changing conditions and provides contingency plans. <input type="checkbox"/>
Team member contributes to success.	Does not try to solve problems or help others solve problems; lets others do the work; rarely provides useful ideas when participating in the group and in classroom discussion; may refuse to participate. <input type="checkbox"/>	Refines solutions suggested by others; usually provides useful ideas when participating in the group and in classroom discussion; tries hard as a strong group member. <input type="checkbox"/>	Actively looks for and suggests solutions to problems; routinely provides useful ideas when participating in the group and in classroom discussion. <input type="checkbox"/>
Team member's work is of professional quality.	Is messy and has spelling and/or grammatical errors; incomplete. <input type="checkbox"/>	Is less professional in appearance; meets minimum requirements of the assignment. <input type="checkbox"/>	Has professional appearance; exceeds the requirements of the assignment. <input type="checkbox"/>
Team member achieves all required milestones and time lines in a collaborative manner.	Not completed prior to group deadline. <input type="checkbox"/>	Not timely; needed more content. <input type="checkbox"/>	On time; thorough. <input type="checkbox"/>
<b>OVERALL ASSESSMENT</b>			
Team member's overall performance meets expectations.	Does not meet expectations. <input type="checkbox"/>	Generally meets expectations. <input type="checkbox"/>	Exceeds expectations. <input type="checkbox"/>