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.

- o Does not meet expectations:
    - o 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.
- o Meets expectations:
    - o 1 = The student demonstrates sufficient knowledge, skills or abilities with respect to this dimension, and thereby basically meets the instructor's expectations
- o Exceeds expectations:
    - o 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

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