TEAMWORK RUBRIC

This rubric was developed by an interdisciplinary team of faculty representing colleges at Stephen F. Austin State University (SFA) through a process that examined and modified the AACU Teamwork Value Rubric to meet the needs of SFA's core curriculum assessment. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading.

Definition

Teamwork is behaviors under the control of individual team members (effort they put into team tasks, their manner of interacting with others on team, and the quantity and quality of contributions they make to team discussions.)

Framing Language

Students participate on many different teams, in many different settings. For example, a given student may work on separate teams to complete a lab assignment, give an oral presentation, or complete a community service project. Furthermore, the people the student works with are likely to be different in each of these different teams. As a result, it is assumed that a work sample or collection of work that demonstrates a student's teamwork skills could include a diverse range of inputs. This rubric is designed to function across all of these different settings.

Two characteristics define the ways in which this rubric is to be used. First, the rubric is meant to assess the teamwork of an individual student, not the team as a whole. Therefore, it is possible for a student to receive high ratings, even if the team as a whole is rather flawed. Similarly, a student could receive low ratings, even if the team as a whole works fairly well. Second, this rubric is designed to measure the quality of a process, rather than the quality of an end product. As a result, work samples or collections of work will need to include evidence of the individual's interactions within the team. The final product of the team's work (e.g., a written lab report or a group presentation) is insufficient, as it does not provide insight into the functioning of the team.

It is recommended that work samples or collections of work for this outcome come from one (or more) of the following three sources: (1) students' own reflections about their contribution to a team's functioning; (2) evaluation or feedback from fellow team members about students' contribution to the team's functioning; or (3) the evaluation of an outside observer regarding students' contributions to a team's functioning.

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	Capstone 4	Accomplished 3	Developing 2	Beginning 1	Unacceptable 0
Contributes to Team Meetings	Helps the team move forward by articulating the merits of alternative ideas or proposals.	Offers alternative solutions or courses of action that build on the ideas of others.	Offers new suggestions to advance the work of the group.	Shares ideas but does not advance the work of the group.	Does not share ideas and does not advance the work of the group."
Facilitates the Contributions of Team Members	Engages team members, facilitating their contributions by building upon or synthesizing their contributions and offering original ideas. (Should also notice and encourage non-participating members to engage with the group.)	Engages team members in ways that facilitate their contributions by synthesizing all contributions.	Engages team members in ways that facilitate their contributions by asking probing/meaningful questions.	Engages team members by commenting on the contributions of others	Not engaged in the teamwork activity.
Individual Contributions Outside of Team Meetings	Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project. Proactively helps other team members complete their assigned tasks to a similar level of excellence.	Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project.	Completes all assigned tasks by deadline; work accomplished advances the project.	Completes all assigned tasks by deadline.	Fails to complete all assigned tasks by deadline

	Capstone 4	Accomplished 3	Developing 2	Beginning 1	Unacceptable 0
Fosters Constructive Team Climate	Supports a constructive team climate by doing all of the following: • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members. • Promotes an open group climate where members feel safe to share information and where members listen to each other actively and appreciatively.	Supports a constructive team climate by doing any four of the following: • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members. • Promotes an open group climate where members feel safe to share information and where members listen to each other actively and appreciatively.	Supports a constructive team climate by doing any three of the following: • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members.□• Promotes an open group climate where members feel safe to share information and where members listen to each other actively and appreciatively.	Supports a constructive team climate by doing any two of the following: • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members. • Promotes an open group climate where members feel safe to share information and where members listen to each other actively and appreciatively.	Fails to support a constructive team climate by doing fewer than two of the following: • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members. • Promotes an open group climate where members feel safe to share information and where members listen to each other actively and appreciatively.
Response to Conflict	If conflict is present, the student addresses conflict directly and constructively, helping to manage/resolve it in a way that strengthens overall team cohesiveness and future effectiveness.	If conflict is present, the student identifies and acknowledges conflict and stays engaged with it.	If conflict is present, the student redirects focus toward common ground, toward task at hand (away from conflict).	If conflict is present, the student passively accepts alternate viewpoints/ideas/opinions.	If conflict is present, the student refuses to collaborate or consider ideas other than his/her own.