



TEAMWORK VALUE RUBRIC

Based upon the AAC&U Teamwork VALUE Rubric: <http://www.aacu.org/value/rubrics/Teamwork.cfm>



About the VALUE Rubrics

The AAC&U VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. 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. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

In developing an assessment plan for the CORE, the THECB strongly encouraged institutions to use “externally informed benchmarks”¹ in the assessment of the Core. As such, UHD has committed to using the VALUE rubrics as part of its assessment plan for the core.

Definition

The THECB has defined the Teamwork Foundational Core Objective as the ability to consider different points of view and to work effectively with others to support a shared purpose or goal effectively in regional, national and global communities. Teamwork is taught in Communications, Life & Physical Sciences, and Creative Arts. AAC&U defines each of these areas as follows: Teamwork is behaviors under the control of individual team members and includes the ability to consider different points of view; to work with others to support a shared purpose or goal; 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. Foundational Component Areas where Teamwork is taught: Communication, Life & Physical Sciences, and Creative Arts.

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 some evidence of the individual’s interactions within the team. The final product of the team’s work (e.g., a written lab report) 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. These three sources differ considerably in the resource demands they place on an institution. It is recommended that institutions using this rubric consider carefully the resources they are able to allocate to the assessment of teamwork and choose a means of compiling work samples or collections of work that best suit their priorities, needs, and abilities.

¹ THECB Assessment of the Core Guidelines: <http://www.thecb.state.tx.us/index.cfm?objectid=417252EA-B240-62F7-9F6A1A125C83BE08> (Retrieved 10/6/2014).



TEAMWORK VALUE RUBRIC

Based upon the AAC&U Teamwork VALUE Rubric: <http://www.aacu.org/value/rubrics/Teamwork.cfm>



The THECB has defined the Teamwork Foundational Core Objective as the ability to consider different points of view and to work effectively with others to support a shared purpose or goal. Teamwork is taught in Communications, Life & Physical Sciences, and Create Arts.

	<i>Mastery (Senior Level) Point-value: 4</i>	<i>Proficient (Junior Level) Point-value: 3</i>	<i>Developing (Sophomore Level) Point-value: 2</i>	<i>Basic (Freshman Level) Point-value: 1</i>	<i>Skill is evident but performance falls below Freshman Level² Point-value: 0</i>	<i>No Evidence: Skill is not evident because the assignment did not elicit the skill or the student failed to articulate the skill.</i>
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 or advance work.	
Facilitates the Contributions of Team Members	Engages team members in ways that facilitate their contributions to meetings by both constructively building upon or synthesizing the contributions of others as well as noticing when someone is not participating and inviting them to engage.	Engages team members in ways that facilitate their contributions to meetings by constructively building upon or synthesizing the contributions of others.	Engages team members in ways that facilitate their contributions to meetings by restating the views of other team members and/or asking questions for clarification.	Engages team members by taking turns and listening to others without interrupting.	Interrupts and cuts off other team members.	
Fosters Constructive Team Climate	Supports a constructive team climate by doing all of the following: <ul style="list-style-type: none"> • 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. 	Supports a constructive team climate by doing any three of the following: <ul style="list-style-type: none"> • 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. 	Supports a constructive team climate by doing any two of the following: <ul style="list-style-type: none"> • 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. 	Supports a constructive team climate by doing any one of the following: <ul style="list-style-type: none"> • 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. 	Disrespectful of other team members; Uses negative tone in written and/or oral communication. Harshly critical of others' work. Refuses to provide assistance when asked.	

² Evaluators are encouraged to assign a zero to any work sample that does not meet Basic (Freshman Level) performance. Evaluators are encouraged to check the "No Evidence" if the rubric dimension is not evident in the work. For example, a student who is chronically late would receive a zero on Individual Contributions Outside of Team Meetings. By contrast, No Evidence category would be selected if there is no information regarding whether or not the student completed tasks on time. There is simply no evident of whether or not the student met deadlines.

	<i>Mastery (Senior Level)</i> <i>Point-value: 4</i>	<i>Proficient (Junior Level)</i> <i>Point-value: 3</i>	<i>Developing (Sophomore Level)</i> <i>Point-value: 2</i>	<i>Basic (Freshman Level)</i> <i>Point-value: 1</i>	<i>Skill is evident but performance falls below Freshman Level</i> <i>Point-value: 0</i>	<i>No Evidence:</i> <i>Skill is not evident because the assignment did not elicit the skill or the student failed to articulate the skill.</i>
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.	Does not complete assignment or tasks or is chronically late.	
Responds to Conflict	Addresses destructive conflict directly and constructively, helping to manage/resolve it in a way that strengthens overall team cohesiveness and future effectiveness.	Identifies and acknowledges conflict and stays engaged with it.	Redirecting focus toward common ground, toward task at hand (away from conflict).	Passively accepts alternate viewpoints/ideas/opinions.	Instigates or contributes to conflict. Unwilling to seek common ground.	
Considers Multiple Viewpoints	Advocates for or attempts to draw out multiple viewpoints within the group decision making processes. Encourages the group to consider viewpoints of individuals as well as external viewpoints such as that of the audience or individuals reading or responding to the team's work.	Advocates for or attempts to draw out multiple viewpoints within the group decision making processes. Consideration is limited to those viewpoints within the group. Does not consider or advocate for viewpoints external to the group.	Acknowledges the existence of other viewpoints within the group but does not advocate for or attempt to draw out the nuances of those viewpoints. Does not consider or advocate for viewpoints external to the group.	Considers viewpoints other than his/her own viewpoint to be marginal. Little consideration is given to the viewpoints of others in the group and does not consider or advocate for viewpoints external to the group.	Student does not acknowledge the existence of viewpoints other than his/her own.	