Collaborative Work Skills : Team Project

Please use the rubrics at the end of this document to assess individual contributions to your team's project, including your own. Each team member can earn a total of 36 points. Please provide honest feedback. All responses are confidential and will only be seen by the instructor. I will start with the assumption that all team members get the same grade but I will make adjustments if the group perceives a clear imbalance in the individual contributions.

Your Name: _____ Points _____

Student Name: _____ Points _____

Student Name: _____ Points _____

Student Name: _____ Points _____

If you identified an imbalance, please give specific reasons why you feel your team member(s) did not contribute equally:

How well did your group generally work together (highlight one)**:**

Poorly   Adequately   Satisfactory   Well   Excellently

Comments:

How pleased were you with the overall project (highlight one):

Dissatisfied   Partially Satisfied   Satisfied   Pleased   Extremely Pleased

Comments:

How please were you with <u>your</u> work on the project (highlight one):

Dissatisfied   Partially Satisfied   Satisfied   Pleased   Extremely Pleased

Comments:

CATEGORY	4	3	2	1
Contributions	Routinely provides useful ideas when participating in the group. A definite leader who contributes a lot of effort.	Usually provides useful ideas when participating in the group. A strong group member who tries hard.	Sometimes provides useful ideas when participating in the group. A satisfactory group member who does what is required.	Rarely provides useful ideas when participating in the group. May refuse to participate.
Quality of Work	Provides work of the highest quality.	Provides high quality work.	Provides work that occasionally needs to be checked/redone by other group members to ensure quality.	Provides work that usually needs to be checked/redone by others to ensure quality.
Time-management	Routinely uses time well throughout the project to ensure things get done on time. Group does not have to adjust deadlines or work responsibilities because of this student's poor preparation.	Usually uses time well throughout the project, but may have procrastinated on one thing. Group does not have to adjust deadlines or work responsibilities because of this student's poor preparation.	Tends to procrastinate, but always gets things done by the deadlines. The group sometimes has to adjust deadlines or work responsibilities because of this student's poor preparation.	Rarely gets things done by the deadlines AND group has to adjust deadlines or work responsibilities because of this student's poor preparation.
Problem-solving	Actively looks for and suggests viable solutions to problems.	Refines solutions suggested by self and others.	Does not suggest or refine solutions, but is willing to try out solutions suggested by others.	Does not try to solve problems or help others solve problems. Lets others do the work.
Attitude	Never is publicly critical of the project or the work of others. Always has a positive attitude about the task(s).	Rarely is publicly critical of the project or the work of others. Often has a positive attitude about the task(s).	Occasionally is publicly critical of the project or the work of other members of the group. Sometimes has a positive attitude about the task(s).	Often is publicly critical of the project or the work of other members of the group. Often has a negative attitude about the task(s).
Focus on the task	Consistently stays focused on the task and what needs to be done. Very self-directed.	Focuses on the task and what needs to be done most of the time. Other group members can count on this person.	Focuses on the task and what needs to be done some of the time. Other group members must sometimes nag, prod, and remind to keep this person on-task.	Rarely focuses on the task and what needs to be done. Lets others do the work.
Effort	Work reflects this student's best efforts.	Work reflects a strong effort from this student.	Work reflects some effort from this student.	Work reflects very little effort on the part of this student.

Monitors Group Effectiveness	Routinely monitors the effectiveness of the group and works to make the team more effective.	Occasionally monitors the effectiveness of the group and works to make it more effective.	Rarely monitors the effectiveness of the group and works to make it more effective.	Never monitors the effectiveness of the group and does not work to make it more effective.
Working with Others	Listens to, shares with, and supports the efforts of others. Tries to keep people working well together.	Usually listens to, shares with, and supports the efforts of others. Does not cause "waves" in the group.	Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player.

Oral Presentation Rubric : Team Project

Team: _____

CATEGORY	4	3	2	1
Time-Limit	Presentation is 25-30 minutes long.	Presentation is more than 3 minutes off time.	Presentation is less than 20 minutes long.	.Presentation is less than 15 minutes OR more than 35 minutes.
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.
Stays on Topic	Stays on topic all (100%) of the time.	Stays on topic most (99-90%) of the time.	Stays on topic some (89%-75%) of the time.	It was hard to tell what the topic was.
Speaks Clearly	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.	Often mumbles or can not be understood OR mispronounces more than one word.
Collaboration with Peers	Listen to the efforts of others in the group. Respond openly and effectively to feedback from the audience	Usually listen and support the efforts of others in the group. Listen with interest to feedback from the audience.	Often listens to, shares with, and supports the efforts of others in the group but sometimes is not a good team member.	Rarely listen and support the efforts of others in the group. Often is not a good team member.
Strategies/ presentation style	Students use several effective strategies that show considerable work/creativity and which make the presentation better.	Students use a few effective strategies that shows considerable work/creativity and which make the presentation better.	Students use very few strategies to vary the presentation style.	The student lecture straight from their notes without any activities, props, or other visual aids to enhance their presentation style.

Posture and Eye Contact	Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation.	Stands up straight and establishes eye contact with everyone in the room during the presentation.	Sometimes stands up straight and establishes eye contact.	Slouches and/or does not look at people during the presentation.
Vocabulary	Uses vocabulary appropriate for the audience. Extends audience vocabulary by defining words that might be new to most of the audience.	Uses vocabulary appropriate for the audience. Includes 1-2 words that might be new to most of the audience, but does not define them.	Uses vocabulary appropriate for the audience. Does not include any vocabulary that might be new to the audience.	Uses several (5 or more) words or phrases that are not understood by the audience.
Uses Complete Sentences	Always (99-100% of time) speaks in complete sentences.	Mostly (80-98%) speaks in complete sentences.	Sometimes (70-80%) speaks in complete sentences.	Rarely speaks in complete sentences.
Volume	Volume is loud enough to be heard by all audience members throughout the presentation.	Volume is loud enough to be heard by all audience members at least 90% of the time.	Volume is loud enough to be heard by all audience members at least 80% of the time.	Volume often too soft to be heard by all audience members.