COLLABORATION RUBRIC

Collaboration: Effectively work on a team.

This rubric assesses 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 struggled. Similarly, a student could receive low ratings, even if the team as a whole worked fairly well. ☐

This rubric is designed to measure the quality of the collaboration process, rather than the quality of the end product. As a result, evidence of the student's interactions on the team must include:
• the student's own reflections about their contribution to the team's functioning (based on the rubric - not a grade), and
• evaluation of the student's contributions by other team members (based on the rubric - not a grade).
The faculty member will analyze these two data sources and include any faculty observations (if available) to rate student performance on the rubric.

Collaboration is a skill that is taught and learned over time. We require that you have students work in the same teams throughout the semester to practice and develop these skills together. Teams may work on several smaller projects or one larger project throughout the semester.

Faculty who teach this skill have found that requiring teams to submit deliverables throughout their work together can develop student's self-awareness of their own collaboration skills. These could include items such as a team contract that outlines their shared expectations and accountability measures, or progress reports that allow students multiple opportunities to reflect on how the team is working together to meet their goals.

OBJECTIVES *(Items in italics below are definitions or examples)*	ACCOMPLISHED (4)	SATISFACTORY (3)	PROGRESSING (2)	EMERGING (1)
Team Dynamics	Creates an environment in which everyone feels they can contribute as well as constructively building on or synthesizing the contributions of others. Notices when someone is not participating and works to engage them. Provides a way to assess and address team members' concerns as the project proceeds.	Successfully fosters an inclusive environment, consistently engaging most members and effectively addressing concerns as they arise, maintaining project cohesion.	Establishes some inclusivity, but with occasional gaps in contributions and engagement, offering rudimentary methods to address concerns inconsistently.	Struggles to establish an inclusive environment, with limited contributions and sporadic engagement of non-participants, lacking effective means to address concerns.
Team Organization	Participates in creating a plan that effectively utilizes members' strengths or helps them develop new skills, clearly articulates and allocates roles and tasks to meet deadlines, and establishes a mutually agreed upon accountability system.	Participates in creating a plan that effectively utilizes member strengths or developing new skills, clearly articulates roles and tasks, and establishes a functional accountability system.	Participates in creating a plan that somewhat considers members' strengths or developing new skills, provides some clarity in role allocation, and establishes a basic accountability system.	Participates in creating a plan with minimal consideration of members' strengths or developing new skills, lacks clarity in role allocation, and fails to establish an accountability system.
Team Work	Completes all assigned tasks by the deadline, revising and adjusting plans as needed; proactively helps other team members complete their assigned tasks.	Consistently completes all assigned tasks by the deadline, revising plans as necessary, and actively assists other team members as needed.	Completes most assigned tasks by the deadline with some revisions to plans, providing occasional assistance to team members.	Struggles to complete assigned tasks by the deadline and lacks proactive assistance to other team members.

This rubric was inspired by the AAC&U VALUE rubric.