Oregon TECH

Essential Student Learning Outcome Rubric – Teamwork

ESLO 4 Teamwork:
Oregon Tech students will collaborate effectively in teams or groups.

Definition
Teamwork encompasses the ability to accomplish group tasks and resolve conflict within groups and teams while maintain and building positive relationships within these groups. Team members should participate in productive roles and provide leadership to enable an interdependent group to function effectively.

Performance Criteria	Capstone Level (4) The following are achieved *without prompting* from instructor:	Practice Level (3)	Foundation Level (2)	Pre-Foundation Level (1)	Pre-Foundation Level (0)
Identify and achieve goal/purpose	• When appropriate, realistic, prioritized and measurable goals are agreed upon and documented. • All team members share the common objectives/purpose. • Team achieves goal.	• When appropriate, realistic, prioritized and measurable goals are agreed upon and documented. • All team members share the common objectives/purpose. • Team achieves goal.	• Group shares common goals and purpose. • Few priorities are unrealistic or undocumented. • Group achieves goal.	• Individuals share some goals but a common purpose may be lacking. • Priorities may be unrealistic and documentation may be incomplete. • Group may not achieve goal.	• Clear goals are not formulated or documented; thus all members don't accept or understand the purpose/task of the group. • Group does not achieve goal.
Assume roles and responsibilities	• Members consistently and effectively fulfill roles and responsibilities. • Leadership roles are clearly defined and/or shared. • Members move team toward the goal by giving and seeking information or opinions, and assessing ideas and arguments critically. • Members are all self-motivated and complete assignments on time. • Most members attend all meetings. • Members reflect on group processes, provide feedback to other group members and make changes as necessary.	• Members consistently and effectively fulfill roles and responsibilities. • Leadership roles are clearly defined and/or shared. • Members move team toward the goal by giving and seeking information or opinions, and assessing ideas and arguments critically. • Members are all self-motivated and complete assignments on time. • Most members attend all meetings. • Members reflect on group processes, provide feedback to other group members and make changes as necessary.	• Members often fulfill roles and responsibilities. Leadership roles are generally defined and/or shared. • Generally, members are motivated and complete assignments in a timely manner. • Many members attend most meetings.	• Some members may not fulfill roles and responsibilities. • Leadership roles are not clearly defined and/or effectively shared. • Some members are not motivated and some assignments are not completed in a timely manner. • Meetings rarely include most members.	• Members do not fulfill roles and responsibilities. • Leadership roles are not defined and/or shared. • Members are not self-motivated and assignments are not completed on time. • Many members miss meetings. • Members continue processes that prove nonfunctional.

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Communicate effectively	• Members always communicate openly and respectfully. • Members listen to each other's ideas. • Members support and encourage each other. • Communication patterns foster a positive climate that motivates the team and builds cohesion and trust.	• Members always communicate openly and respectfully. • Members listen to each other's ideas. • Members support and encourage each other. • Communication patterns foster a positive climate that motivates the team and builds cohesion and trust.	• Members usually communicate openly and respectfully. • Members often listen to most ideas. • Members usually support and encourage each other.	• Members may not consistently communicate openly and respectfully. • Members may not listen to each other.	• Members do not communicate openly and respectfully. • Members do not listen to each other. • Communication patterns undermine teamwork
Reconcile disagreement	• All members welcome disagreement and use difference to improve decisions. • All members respect and accept disagreement and employ effective conflict resolution skills. • Subgroups absent.	• All members welcome disagreement and use difference to improve decisions. • All members respect and accept disagreement and employ effective conflict resolution skills. • Subgroups absent.	• Many members welcome disagreement and use difference to improve decisions. • Most members respect and accept disagreement and work to account for differences. • Subgroups rarely present.	• Few members welcome disagreement. Difference often results in voting. • Some members respect and accept disagreement and work to account for differences. • Subgroups may be present.	• Members do not welcome disagreement. • Difference often results in voting. Subgroups are present.
Share appropriately	• All members contribute significantly to discussions, decision making and work. • The work product is a collective effort; team members have both individual and mutual accountability for the successful completion of the work product.	• All members contribute significantly to discussions, decision making and work. • The work product is a collective effort; team members have both individual and mutual accountability for the successful completion of the work product.	• Many members contribute to discussions, decision-making and work. • Individuals focus on separate sections of the work product, but have a coordinator who ties the disparate parts together (they rely on the sum of each individual's work).	• Contributions are unequal although all members contribute something to discussions, decision making and work. • Coordination is sporadic so that the final work product is of uneven quality.	• Contributions are unequal. • Certain members dominate discussions, decision making, and work. • Some members may not contribute at all. • Individuals work on separate sections of the work product, but have no coordinating effort to tie parts together.

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Develop strategies for effective action	• Members use effective decision making processes to decide on action. • Group shares a clear set of norms and expectations for outcomes. • Group reaches consensus on decisions and produces detailed plans for action.	• Members use effective decision making processes to decide on action. • Group shares a clear set of norms and expectations for outcomes. • Group reaches consensus on decisions and produces detailed plans for action.	• Members usually use effective decision making processes to decide on action. • Most of the group shares norms and expectations for outcomes. • Group reaches consensus on most decisions and produces plans for action.	• Members sometimes use decision making processes to decide on action. Some of the members of the group do not share norms and expectations for outcomes. Group sometimes fails to reach consensus. Plans for action are informal and often arbitrarily assigned.	• Members seldom use decision making processes to decide on action. • Individuals often make decisions for the group. • The group does not share common norms and expectations for outcomes. • Group fails to reach consensus on most decisions. • Group does not produce plans for action.
Cultural Adaptation	• Members always recognize and adapt to differences in background and communication style.	• Members always recognize and adapt to differences in background and communication style.	• Members usually recognize and adapt to differences in background and communication style.	• Members may recognize, but do not adapt to differences in background and communication style	• Members do not recognize differences in background or communication style.

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Each color highlights the criteria that must be met for a particular level of achievement. For example, a Practicing course would require Proficiency in the Recognize, Know and Understand criteria.

KEY

Yellow – Foundation Level
Blue – Practice Level
Green = Capstone Level

If satisfies Level 2, 3 or 4
Y = Yes, N = No
If below Level 2 place checkmark where team/group resides