TEAMWORK VALUE RUBRIC

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 the 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 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; the effort they put into team tasks; their manner of interacting with others on the 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 single 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 how 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 team's functioning.

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 placed on an institution. It is recommended that institutions using this rubric carefully consider the resources they can allocate to the assessment of teamwork and choose a means of compiling work samples or collections of work that best suits 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

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.

Teamwork is taught in Communications, Life & Physical Sciences, and Create Arts.

	Mastery (Senior Level) Point-value: 4	*Proficient (Junior Level)* Point-value: 3	*Developing (Sophomore Level)* Point-value: 2	*Basic (Freshman Level)* Point-value: 1	*Skill is evident, but performance falls below Freshman Level*[2] Point-value: 0	*No Evidence: Skill is not evident because the assignment did not elicit the skill or the student failed to articulate the skill.*
Contributes to/ Advances Team Goals &/or ProblemSolving	Student provides at least one concrete example in which they help the team move forward by: • Offering alternative ideas which build on the ideas of others; AND • Articulating the merits of those ideas	Student provides at least one concrete example in which they help the team move forward by: • Offering alternative ideas which build on the ideas of others	Student provides at least one concrete example in which they offered suggestions or ideas to advance the group's work.	Student provides at least one concrete example in which they offered a suggestion, but it does not appear the suggestion would advance the group's work.	Student does not appear to engage with other members of the team OR Does not provide examples in which they shared ideas to advance the group's work.	
Facilitates the Contributions of Team Members	Student provides at least one concrete example in which they engaged with team members in ways that facilitate contributions of others to the work of the team by: • Building upon or synthesizing the contributions of others; AND • Noticing when someone is not participating and inviting them to engage.	Student provides at least one concrete example in which they engaged with team members in ways that facilitate their contributions to meetings by constructively building upon or synthesizing the contributions of others.	Student provides at least one concrete example in which they engaged with team members in ways that facilitate their contributions to meetings by restating other team members' views and/or asking questions for clarification.	Student provides at least one concrete example in which they engaged with team members by taking turns and listening to others without interrupting.	No evidence of the student engaging with other team members OR Reflection includes examples in which student was impatient with other team members.	

---

[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, the 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 evidence of whether or not the student met deadlines.*

APPROVED 11 20 19; REVISED 07 22

Fosters Constructive Team Climate	Student provides concrete examples in which they supported the construction of a positive team climate by doing **ALL** of the following: • Treats team members respectfully by being polite and constructive in communication. • Uses language to convey a positive attitude about the team and its work. • Expresses confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members	Student provides concrete examples in which they supported the construction of a positive team climate by doing any **3** of the following: • Treats team members respectfully by being polite and constructive in communication. • Uses language to convey a positive attitude about the team and its work. • Expresses confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members	Student provides at least one concrete example in which they supported the construction of a positive team climate by doing any **2** of the following: • Treats team members respectfully by being polite and constructive in communication. • Uses language to convey a positive attitude about the team and its work. • Expresses confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members	Student provides at least one concrete example in which they supported the construction of a positive team climate by doing any **1** of the following: • Respectfully by being polite and constructive in communication. • Uses language to convey a positive attitude about the team and its work. • Expresses confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members	No evidence of the student engaging with other team members OR Reflection includes examples in which the student was • Disrespectful of other team members; • Uses negative tone in communication; • Harshly critical of others' work; and/or • Refuses to assist when asked.	
Individual Contributions Outside of Team Meetings	Student's reflection discusses completing assigned tasks by the deadline(s) and provides at least one example of: • Efforts to produce excellent work; AND • Proactively helping other team members complete their assigned tasks OR • Demonstrates willingness to take on more than basic assigned duties.	Student's reflection discusses completing assigned tasks by the deadline(s) and provides at least one example of their efforts to produce excellent work.	Student's reflection discusses completing assigned tasks by the deadline(s).	Student's reflection indicates the student was not completing some work by assigned deadlines but was working with team members to find alternative due dates or reassign work to others.	Student's reflection indicates the student disregarded assignments or due dates. Provides no examples of working with other team members to find alternative due dates or reassign work to others.	
Constructive Decision-making	Student provides at least one concrete example in which they helped the team reach consensus or address conflict in ways that would strengthen the overall team cohesiveness.	Student provides at least one example in which they acknowledge disagreements or differing opinions existed. The example indicates they engaged in the consensus-building process.	Student provides at least one example in which they acknowledge disagreements or differing opinions existed. The example indicates the student redirected focus toward the task rather than resolving the different opinions or helping the team reach a consensus.	Student provides at least one example in which they acknowledge disagreements or differing opinions existed. The example indicates the student passively accepted alternate viewpoints/ideas/opinions.	The students' examples indicate they instigated or contributed to conflict	No relevant examples are provided.
Considers Multiple Viewpoints-Internal & External Sources	Student provides at least one example of considering viewpoints external to the group in addition to viewpoints within the group. Advocates for other viewpoints or attempts to draw out other viewpoints.	Student provides at least one example of considering viewpoints external to the group in addition to viewpoints within the group. Does not advocate for other viewpoints nor attempts to draw out other viewpoints.	Student provides at least one example of considering viewpoints held within the group. Does not advocate for other viewpoints nor attempts to draw out other viewpoints.	Student provides at least one example in which their viewpoint is the only one considered. Does not advocate for other viewpoints nor attempts to draw out other viewpoints.	The student's example indicates hostility to viewpoints other than their own.	

---

[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, the 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 evidence of whether or not the student met deadlines.*

APPROVED 11 20 19; REVISED 07 22