

Analytic Rubric for Maker Competency 10: Collaborate effectively with team members and stakeholders

Student Learning Outcomes

The maker literate student will:

- 10) Collaborate effectively with team members and stakeholders.
 - a. listen to others
 - b. learn from and with others
 - c. communicate respectfully and clearly with team members and stakeholders
 - d. follow through on team commitments and responsibilities
 - e. practice accountability both personally and with team members
 - f. appraise contributions to the success of the team

Analytic Rubric

	Excellent: 9-10 points	Good: 6-8 points	Average: 3-5 points	Poor: 0-2 points
<p>listen to others</p> <p>A student's ability to listen will be evaluated by each of their team mates periodically over the project life cycle. Teams develop or adopt an evaluation tool, which is presented during the first critique of the semester. Instructor and class will provide suggestions for improving their evaluation tool during this session.</p>	<p>Team members indicate in their periodic team evaluations that this student was always a good listener.</p>	<p>Team members indicate in their periodic team evaluations that this student is almost always a good listener, with only 1-2 exceptions over the project life cycle.</p>	<p>Team members indicate in their periodic team evaluations that this student is usually a good listener, except for a few situations over the project life cycle.</p>	<p>Team members indicate in their periodic team evaluations that this student consistently failed to listen over the project life cycle.</p>

<p>learn from and with others</p> <p>Qualitative evaluation criteria for documentation are listed in the final report and/or course journal assignment.</p>	<p>Student describes more than 5 times when he or she learned something from or with others over the project life cycle, and documents them in a final report and/or course journal.</p>	<p>Student describes 4-5 times when he or she learned something from or with others over the project life cycle, and documents them in a final report and/or course journal.</p>	<p>Student describes 2-3 times when he or she learned something from or with others over the project life cycle, and documents them in a final report and/or course journal.</p>	<p>Student does not document more than one instance of learning from or with others in a final report and/or course journal.</p>
<p>communicate respectfully and clearly with team members and stakeholders</p> <p>A student's ability to communicate will be evaluated by each of their team mates periodically over the project life cycle using the method described above.</p>	<p>Team members indicate in their periodic team evaluations that this student was always respectful and clear in his or her communications and never caused any problems due to miscommunication.</p>	<p>Team members indicate in their periodic team evaluations that this student was almost always respectful and clear in his or her communications over the project life cycle, but that the student caused one problem due to miscommunication.</p>	<p>Team members indicate in their periodic team evaluations that this student was usually respectful and clear in his or her communications over the project life cycle, but that the student caused a more than one problems due to miscommunication.</p>	<p>Team members indicate in their periodic team evaluations that this student was consistently disrespectful, did not communicate at all, or was not clear in his or her communications over the project life cycle.</p>
<p>follow through on team commitments and responsibilities</p> <p>A student's ability to follow through on commitments will be evaluated by each of their team mates periodically over the project life cycle using the method described above.</p>	<p>Team members indicate in their periodic team evaluations that this student always followed through with his or her commitments, without fail.</p>	<p>Team members indicate in their periodic team evaluations that this student almost always follows through with his or her commitments over the project life cycle, but missed one deadline.</p>	<p>Team members indicate in their periodic team evaluations that this student usually follows through with his or her commitments over the project life cycle, but missed more than one deadlines.</p>	<p>Team members indicate in their periodic team evaluations that this student did not follow through with his or her commitments over the project life cycle.</p>

<p>practice accountability both personally and with team members</p> <p>A student's accountability will be evaluated by each of their team mates periodically over the project life cycle using the method described above.</p>	<p>Team members indicate in their periodic team evaluations that this student is always accountable, without fail.</p>	<p>Team members indicate in their periodic team evaluations that this student is almost always accountable over the project life cycle, but was unaccountable once.</p>	<p>Team members indicate in their periodic team evaluations that this student is usually accountable over the project life cycle, unaccountable more than once.</p>	<p>Team members indicate in their periodic team evaluations that this student was consistently unaccountable over the project life cycle.</p>
<p>appraise contributions to the success of the team</p> <p>A student's ability to evaluate contributions of others will be evaluated by his or her own evaluations of their team mates using the evaluation tool described above.</p>	<p>Student evaluated his or her team mates regularly and always provided substantive, actionable feedback to help the team mate improve performance over the project life cycle.</p>	<p>Student evaluated his or her team mates regularly and provided substantive, actionable feedback to help the team mate improve performance in all but one instance over the project life cycle.</p>	<p>Student evaluated his or her team mates regularly but did not provide substantive, actionable feedback to help the team mate improve performance more than once over the project life cycle.</p>	<p>Student did not provide any substantive evaluation of his or her team mates.</p>

Assignment Instructions

The assessment method for each dimension of the rubric is included in the criteria outlined in this rubric.

Two of the criteria rely on an "Assembling Effective Teams" assignment, that I have uploaded with these rubrics. That assignment uses an Excel spreadsheet of student skills data that is used by students to create teams. That file is also uploaded with this one.