Analytic Rubric for Maker Competency 9: Assemble Effective Teams

Student Learning Outcomes

The maker literate student will:

9) Assemble effective teams.
   a. recognize opportunities to collaborate with others who provide diverse experiences and perspectives
   b. gauge the costs & benefits of "Doing-it-Yourself" (DIY) or "Doing-it-Together" (DIT)
   c. recruit team members with diverse skills appropriate for specific project requirements
   d. join a team where one's skills are sought and valued
   e. solicit advice, knowledge and specific skills from experts

Analytic Rubric

	Excellent: 9-10 points	Good: 6-8 points	Average: 3-5 points	Poor: 0-2 points
recognize opportunities to collaborate with others who provide diverse experiences and perspectives Qualitative evaluation criteria for documentation are listed in the final report and/or course journal assignment.	Student seeks opinions and feedback from others (not including the class critiques) more than 5 times over the project life cycle, and documents them in a final report and/or course journal. Student identifies more than 5 additional opportunities for collaboration over the project life cycle, and documents them in a final report and/or course journal.	Student seeks opinions and feedback from others (not including the class critiques) 4-5 times over the project life cycle, and documents them in a final report and/or course journal. Student identifies 4-5 additional opportunities for collaboration over the project life cycle, and documents them in a final report and/or course journal.	Student seeks opinions and feedback from others (not including the class critiques) 2-3 times over the project life cycle, and documents them in a final report and/or course journal. Student identifies 2-3 additional opportunities for collaboration over the project life cycle, and documents them in a final report and/or course journal.	Student does not document more than one instance of seeking opinions and feedback from others in a final report and/or course journal. Student does not document more than one instance of opportunities for collaboration in a final report and/or course journal.

gauge the costs & benefits of "Doing-it-Yourself" (DIY) or "Doing-it-Together" (DIT) During each critique, student will be asked to provide a cost/benefit analysis to support their collaboration decisions.	Student made a decision to work on something alone, or to collaborate with a team member, and could articulate their decision with a cost/benefit analysis during three critiques.	Student made a decision to work on something alone, or to collaborate with a team member, and could articulate their decision with a cost/benefit analysis during two critiques.	Student made a decision to work on something alone, or to collaborate with a team member, and could articulate their decision with a cost/benefit analysis during one critique.	Student was unable to make a decision to work on something alone, or to collaborate with a team member, and could not articulate their decision with a cost/benefit analysis during any critiques.
recruit team members with diverse skills appropriate for specific project requirements Dream Team: student selects the best person(s) for a specific project task based on self-assessment data and continues selecting person(s) until all project roles have been filled. See Assembling Effective Teams assignment for detailed criteria.	Using real student skills data, student can assemble a dream team from students enrolled in the course. Using student skills data, student can "spread the awesomeness" to assemble multiple teams with balanced skill sets from all students enrolled in the course, where every student is assigned to a team.	Using student skills data, student can assemble an adequate team, but overlooked some of the best choices for a dream team Using student skills data, student can assemble multiple teams with balanced skill sets from all students enrolled in the course, where every student is assigned to a team.	Using student skills data, student can assemble a team, but the team was weak in addressing some project requirements Student was unable to assemble multiple teams with balanced skill sets using student skills data of students enrolled in the course, where every student is assigned to a team.	Student was unable to assemble a team using student skills data of students enrolled in the course Student was unable to assemble multiple teams with balanced skill sets using student skills data of students enrolled in the course, where every student is assigned to a team.
join a team where one's skills are sought and valued The use and value of a student's skill will be evaluated by each of their team mates periodically	Student joins a team where his/her skills can fill a major need plus one or more additional major or minor needs.	Student joins a team where his/her skills can fill a major need.	Student joins a team where his/her skills can fill a minor need.	Student joins a team where his/her skills were not needed.

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.				
solicit advice, knowledge and specific skills from experts Qualitative evaluation criteria for documentation are listed in the final report and/or course journal assignment.	Student solicits advice, knowledge and specific skills from experts more than 5 times over the project life cycle, and documents them in a final report and/or course journal.	Student solicits advice, knowledge and specific skills from experts 4-5 times over the project life cycle, and documents them in a final report and/or course journal.	Student solicits advice, knowledge and specific skills from experts 2-3 times over the project life cycle, and documents them in a final report and/or course journal.	Student does not document more than one instance of soliciting advice, knowledge or specific skills from experts more than one time over the project life cycle in a final report and/or course journal.