**Rubric 2.2 Team work (For each team)**

|  |  |
| --- | --- |
| Project title: |  |
| Faculty Adviser: |  |
| Faculty Instructor: |  |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Rubric 2.2 Team work | | | | | | | | | | |  |
| **Performance** | **%** | | **Exemplary** | | **Satisfactory** | | **Developing** | | **Unacceptable** | | **RATING** |
| **indicator** |  | | **1.0** | | **2.0** | | **3.0** | | **5.0** | |  |
| For each team (50%) | | | | | | | | | |  | |
| **Share equally** |  | **Workload** and variety on | | **Workload** and variety | | **Workload** and variety | | **Workload** and | |  | |
|  | 15% | each member is **fair** and | | on each member | | on each member | | variety on each | |  | |
|  |  | shared **equally** | | **seems fair** | | **seems unbalanced** | | member is | |  | |
|  |  |  | |  | |  | | **completely** | |  | |
|  |  |  | |  | |  | | **unbalanced** | |  | |
|  |  |  | |  | |  | |  | |  | |
| **Project plan** |  | The team **effectively and** | | The team **executes the** | | The team **partially** | | The team works | |  | |
| **execution** | 10% | **safely executes** the | | **project** plan but has | | **executes the project** | | **haphazardly** | |  | |
|  |  | project plan; **making** | | **difficulty** over coming | | plan and needs | | with little | |  | |
|  |  | **significant progress** and | | setbacks | | thorough help from | | chance of | |  | |
|  |  | modifying the plan as | |  | | the supervisor and/or | | achieving | |  | |
|  |  | necessary | |  | | instructor | | project | |  | |
|  |  |  | |  | |  | | objectives | |  | |
|  |  |  | |  | |  | |  | |  | |
| **Project** |  | **Effectively organises** | | **Identifies relevant** tasks | | **Partially identifies** | | **Not organised** | |  | |
| **organisation/** | 15% | project tasks to minimise | | but may struggle with | | **relevant** tasks and | |  | |  | |
| **timeliness** |  | wasted time and effort | | setting priorities | | has difficulty in | |  | |  | |
|  |  |  | |  | | setting priorities | |  | |  | |
|  |  |  | |  | |  | |  | |  | |
| **Keep** |  | The **team keeps detailed** | | The team **keeps a** | | The team **keeps a** | | The team **keeps** | |  | |
| **detailed** | 10% | **records easily** | | **laboratory notebook** | | **laboratory** | | **poor, sketchy** or | |  | |
| **records** |  | followed by others. | | but records **lack** | | **notebook** but | | no records and | |  | |
|  |  | These **records include** | | **organisation** and | | **records contain** | | details of | |  | |
|  |  | a laboratory notebook, | | details of the | | **omissions.** | | **contribution** made | |  | |
|  |  | and purchase records | | contribution made by | | Minutes of | | by each team | |  | |
|  |  | and minutes of | | each team member. All | | meetings are | | member are **not** | |  | |
|  |  | meetings are always | | minutes of meetings | | sometimes | | **identified** | |  | |
|  |  | recorded | | are recorded | | recorded | |  | |  | |
|  |  |  | |  | |  | |  | |  | |

Total Rating \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name and Signature

Source:

Khoukhi, A.(2013). A Structured Approach to Honours Undergraduate Research Course, Evaluation Rubrics and Assessment. J Sci Educ Technol, 22, 630–650. doi: 10.1007/s10956-012-9419-3