

Team Membership Assessment Rubric

Student Evaluated: Karl Feinauer

Date: 8/11/2011

Evaluator: Charles Beran

Team Name: MAVS-SYSTEMS

	Scoring Scale					
	Emerging		Developing		Mastering	
	1	2	3	4	5	6
1. Consistency	Completely inconsistent	Completely inconsistent, but making attempts to become consistent	Frequently consistent, but with frequent lapses	Mostly consistent, but occasional lapses.	Almost always consistent.	Always consistent
2. Knowledge of Field	None	Amateur level. No evidence of university level training or knowledge in the field.	Knows the basics. Can accomplish simple tasks, but no in-depth understanding of underlying theory. Has difficulty applying the theory to practical problems.	Knows the basics. Also understands, at a basic level, the underlying theory. Can accomplish more complex tasks with occasional guidance.	Possesses the knowledge expected of a college graduate.	Possesses the knowledge expected of a 2 year professional.
3. Motivation to Work	None	Motivated some of the time, but gives up easily when tasks are difficult. Not motivated to seriously apply self to solve problems	Motivated most of the time, but sometimes gives up when tasks are difficult. Attempting to find direction and motivation.	Motivated effectively, but by shorter-term external factors, such as immediate rewards.	Motivated effectively, but by longer-term external factors, such as wanting to graduate.	Self-motivating.
4. Emotional Maturity	Child-like	Spoiled teenager	Sometimes mature, but often lapses into less mature stages under stress.	Usually mature, but occasionally lapses into less mature stages under stress	Usually mature. May lapse into immaturity on rare (and short-lived) occasions.	Mature adult.
5. Teaching Ability (team training)	Not able to train	Able to train, but only with considerable supervision and direction.	Able to communicate ideas, but frequently has trouble organizing thoughts for presentation.	Able to communicate ideas, but sometimes has trouble organizing thoughts for presentation.	Able to communicate ideas easily and effectively.	Should teach for a living

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6. Ability and willingness to work with others	None. This person should work alone on a desert island.	Able to work with others as long as there are not conflicts.	Able to work with others most of the times, but conflicts frequently escalate due to lack of interpersonal skill. Not actively seeking to improve skills.	Able to work with others almost all of the times, but conflicts occasionally escalate due to lack of interpersonal skill, especially when dealing with difficult people. Actively seeking to improve interpersonal skills	Able to work with others almost all of the time. Conflicts rarely escalate due to lack of skill. Continually seeking to improve skills.	Amazing. Should eventually become an excellent manager and mentor.
7. Originality of thought	None.	Rarely able to objectively critique own original thoughts/ideas. This is the original “not invented here” team member.	Sometimes able to critique own original thoughts and consider them impartially along with other ideas. Still falls into the “not invented here” mode frequently.	Often able to critique own original thoughts and consider them impartially along with other ideas. Seeks to expand knowledge to increase judgment	Usually able to critique own original thoughts and consider them impartially along with other ideas. Continually seeks to expand knowledge to increase judgment	Perfect balance: able to critique own original thoughts and consider them impartially along with other ideas.
8. Analytical ability	None	Analysis is seldom thorough, frequently missing major points.	Analysis is mostly thorough, but often misses minor points.	Analysis is almost thorough, frequently missing even minor points.	Analysis is almost thorough, rarely missing even minor points.	A born analyst
9. Punctuality	Never on time. Doesn't seem to care about being on time.	Seldom on time, and usually late with no reason. Not trying to improve.	Seldom on time, but occasionally late due to foreseeable circumstances. Tries to improve some of the time.	Mostly on time, but occasionally late due to foreseeable circumstances. Actively trying to improve.	Almost always on time, but occasionally late due to unforeseen circumstances	Always early.
10. Positive Attitude	Always negative	Typically, a “glass half empty” person. Not always negative, but dwells on the negative, not always noticing the positive.	Usually positive when things are going well. Difficulties cause quick lapses into negative which can take some time to overcome.	Almost always positive. Slow to overcome negativity caused by difficulties/stress	Almost always positive. Student rapidly overcomes negativity caused by difficulties.	Positive no matter what seems to happen.

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11. Contribution to project	No contribution to project	Contributes less than 60% of team mean EV without unavoidable cause.	Contributes 61-75% of team mean EV without unavoidable cause.	Contributes 76-90% of team mean EV without unavoidable cause.	Contributes at least 91% of full share of team mean EV	Contributes 100% of team mean EV, (i.e., does everything assigned.)
12. Commitment to team project	Not committed	May be committed on occasion, but the commitment is short-lived and insincere.	Sometimes committed. Frequently distracted from the project. Has no ability to balance the rest of life with the project.	Usually committed. Easily distracted from the project. Has a great deal of difficulty balancing the rest of life with the project.	Almost always committed. Rarely distracted from the project. Has minor difficulties at times balancing the rest of life with the project.	Balances rest of life with project, managing both effectively.
13. Performs work assigned correctly	Never	Less than 70% of the time	At least 70% of the time	At least 80% of the time	At least 90% of the time	Always
14. Performs work assigned on time	Never	Less than 70% of the time	At least 70% of the time	At least 80% of the time	At least 90% of the time	Always

* **Contexts:** For each area being assessed, rate the student from 1 to 6, using the phrases in the columns opposite the area as a guideline. The assessment of each individual area will not be exact, as the phrases are only samples of how you might describe a student performance at each particular level.

Average Score (1-6): 5.92

Comments or suggestions for improvements: *What are 2-3 good things about this individual as a team player? What are 2-3 specific things that this individual should improve in order to become a better team player? (Use back if necessary):*

Karl was an exceptional team member. He was the first one at every meeting and ready to work. He stayed late several times for document revisions. He also performed a bulk of the research, on his own, before it was even assigned. I can't think of anything Karl could improve on.