Team Membership Assessment Rubric

**Student Evaluated: Brian Shef 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 |
| 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 inter-personal 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 inter-personal 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. |
| 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 |

Average Score (1-6): 5.86

\* ***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.

***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):***

Brian was an excellent team member. Although he was under a lot of pressure at the beginning of the semester, he showed remarkable poise and never fell behind. He contributes his fair share and offers to help others when necessary. He was at almost every meeting (married in the beginning of the semester), and those he was at he contributed and helped keep the meeting productive. He has initiative and when the group stagnates in discussion, he’s already started working on the problem. I can’t think of anything he could improve on. He has a very busy schedule, but manages it nicely and is always available when needed.