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 |
| 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): 5.92

\* ***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):***

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.