The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses.

Teamwork

**Definition**

Teamwork is behaviors under the control of individual team members (effort they put into team tasks, their manner of interacting with others on team, and the quantity and quality of contributions they make to team discussions.)

**Framing Language**

Students participate on many different teams, in many different settings. For example, a given student may work on separate teams to complete a lab assignment, give an oral presentation, or complete a community service project. Furthermore, the people the student works with are likely to be different in each of these different teams. As a result, it is assumed that a work sample or collection of work that demonstrates a student's teamwork skills could include a diverse range of inputs. This rubric is designed to function across all of these different settings.

Two characteristics define the ways in which this rubric is to be used. First, the rubric is meant to assess the teamwork of an individual student, not the team as a whole. Therefore, it is possible for a student to receive high ratings, even if the team as a whole is rather flawed. Similarly, a student could receive low ratings, even if the team as a whole works fairly well. Second, the rubric is designed to measure the quality of a process, rather than the quality of an end product. As a result, work samples or collections of work will need to include some evidence of the inputs to the process and the interactions within the team. The focus of the rubric is on the evidence of teamwork and not just on the outcome of work or the product of teamwork. Furthermore, the rubric is designed to measure the quality of a process, rather than the quality of an end product. As a result, work samples or collections of work will need to include some evidence of the inputs to the process and the interactions within the team. The focus of the rubric is on the evidence of teamwork and not just on the outcome of work or the product of teamwork.

It is recommended that work samples or collections of work for this outcome come from one (or more) of the following three sources: (1) student's own reflections about their contribution to a team's functioning; (2) evaluation or feedback from fellow team members about students' contribution to a team's functioning; or (3) the evaluation of an outside observer regarding students' contributions to a team's functioning. These three sources differ considerably in the resource demands they place on an institution. It is recommended that institutions using this rubric consider carefully the resources they are able to allocate to the assessment of teamwork and choose a means of compiling work samples or collections of work that best suits their priorities, needs, and abilities.

For more information, please contact value@aacu.org.
Supports a constructive team climate by doing all of the following:

- Completes all assigned tasks by deadline; their work accomplished is thorough, comprehensive, and advances the project.
- Motivates teammates by expressing confidence about the importance of the team and its work.
- Uses positive vocal or written tone, language to convey a positive attitude.
- Treats team members respectfully by being polite and constructive in communication.
- Listens to others without interrupting.
- Shares ideas but does not advance the work of others.
- Offers alternative solutions or courses of action.
- Helps the team move forward by articulating questions for clarification.
- Encourages encouragement to team members.
- Encourages team members to engage.
- Responds to conflicts constructively, helping to manage/resolve it in a way that strengthens overall team cohesion and future effectiveness.