

1.9.6 Rubric : Teamwork and FLLValues

	Needs Improvement	Fair	Good	Excellent
Roles & Responsibilities	<ul style="list-style-type: none"> - No clearly-defined roles - Not clear who completed which tasks - Very uneven distribution of work - Time management is poor or purely directed by the coach 	<ul style="list-style-type: none"> - Loose role assignments - Uneven work distribution - Time management skills are weak 	<ul style="list-style-type: none"> - Clearly-defined roles - Team members understand each other's roles, but focus on their own - Work is distributed fairly - Team members will help each other, if asked - Team mentions learning time management 	<ul style="list-style-type: none"> - Clearly defined roles - Team members understand each other's roles - Team members can fill each other's roles (happily!), if needed - Workload is distributed fairly - Team members assist each other without being asked - Team members give concrete examples of learning time management
Gracious Professionalism	<ul style="list-style-type: none"> - Team members show little/no respect for each other - Team members show no awareness of school/community issues - Team members compete with each other to be heard during judging - Team doesn't mention gracious professionalism 	<ul style="list-style-type: none"> - Team members show limited respect for each other - Team members show limited awareness of school / community issues - Team talks about gracious professionalism, but gives no concrete examples of what they have done to help others 	<ul style="list-style-type: none"> - Team members show respect for teammates - Team members imply increased awareness of school and/or community - Team members are vague about how this awareness translates into other aspects of their lives - Team implies that they have helped each other/other teams 	<ul style="list-style-type: none"> - Team members give concrete examples of respect for teammates - Team members show increased awareness of their school/community - Team members clearly discuss how this increased awareness translates into other areas of their lives - Team members give concrete examples of how they have helped each other/others
Problem-Solving & Team Dynamics	<ul style="list-style-type: none"> - A problem was identified, but no steps were taken to identify a solution - One team member used power to reach their desired outcome - One person's ideas are used - Team members working against each other - Coercion and/or confrontation dominate 	<ul style="list-style-type: none"> - A problem was identified, but the chosen solution was inadequate to some team members - Some team members didn't accept the solution - Simple majority had input at meetings - Decisions made by simple majority - Coexistence is a dominant theme 	<ul style="list-style-type: none"> - A problem was identified and there is compromise evident in the solution - Team tested various solutions to solve the problem - Cooperation is a dominant theme - Team focuses on individual tasks - Decisions made by most of the team 	<ul style="list-style-type: none"> - A problem was identified and the team worked together to find a solution - Various solutions were tested and then incorporated - Team is willing to accept input - Collaboration and co-ownership are dominant themes - Team members show equality and value each other's roles - Group sees the big picture and overall goals - Members recognize inter-dependence - Decisions made by the entire team

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Confidence & Enthusiasm	<ul style="list-style-type: none"> - Only one team member spoke to the judge(s) - No/limited eye contact with judge(s) - Some team members seem disinterested 	<ul style="list-style-type: none"> - About ½ the team spoke to the judge(s) - About ½ the team seems interested - Limited eye contact with judge(s) 	<ul style="list-style-type: none"> - Everyone was ready to answer at least one question from the judge(s) - Most of the team appears excited and interested - Good eye contact with judge(s) 	<ul style="list-style-type: none"> - All team members show confidence in themselves as well as the team - Members work together to include each other - Concrete examples of enthusiasm are shown - Team members show equal investment in FLL - All team members speak to the judge(s) - Good eye contact with judge(s)
FLL Values	<ul style="list-style-type: none"> - No clear enthusiasm for science, engineering or technology - Team doesn't mention new skills acquired - No mention of future aspirations 	<ul style="list-style-type: none"> - Some members show an interest in science, engineering or technology - Limited attention paid to new skills acquired - Team members imply future aspirations 	<ul style="list-style-type: none"> - Team shows a keen interest in subject matter, but limited use of concrete examples - Team implies new skills acquired - Team members suggest future aspirations - Team talks about how FLL has made a difference 	<ul style="list-style-type: none"> - Group articulates a clear understanding of FLL - Team gives concrete examples of their interest in the subject areas - Team members give concrete examples of how they plan to continue in FLL, FRC or subject areas - Team talks about career aspirations - Team clearly talks about how FLL has made a difference for them

