Rubric Criteria A-C: Focus on TEAM as the unit of assessment (i.e. students in the same team will receive the same score on these criteria);
Rubric Criteria D: Focus on either INDIVIDUAL TEAM MEMBER or TEAM as the unit of assessment depending on the assignment and the instructor's preference.
Rubric Criteria E-F: Focus on INDIVIDUAL TEAM MEMBER as the unit of assessment (i.e. students receive individually different scores).

Rubric Criteria	Performance Level 1 Below Basic	Performance Level 2 Basic	Performance Level 3 Proficient	Performance Level 4 Advanced	N/A
A) Team identifies and sets goals for the group. (UNIT OF ASSESSMENT: TEAM)	Team fails to fomulated clear goals, or formulated goals that are unachievable. Not all team members are committeed to goal.	Team established the goals, but some are too general. Priorities may be unclear and/or some goals are unachievable.	Team established achievable goals that are agreed upon by the group; Priorities remain unclear.	Team established achievable goals that are agreed upon by the group; Priorities are clear, organized and well documented.	
B) Team has clear expectations for each member's roles, responsibilities, and workload distribution. (UNIT OF ASSESSMENT: TEAM)	Team does not establish roles for each member and/or the workload is unequally distributed.	Team establishes informal roles for each other. The workload could be distributed more equally.	Team establishes formal roles for each member, and distributes the workload equally most of the time.	Team establishes clearly documented formal roles for each member, and distributes the workload equally.	
C) Team welcomes constructive feedback and resolves conflict. (UNIT OF ASSESSMENT: TEAM)	Team is unable to resolve conflicts. Team members demonstrate non-constructive/destructive behaviors, and is in disagreement for most tasks.	Team ignores conflicts. Team disregards members' feedback without reasonable examination.	Team resolves conflicts by asking team members to offer feedback and to reach consensus through discussion.	Team views conflicts as opportunities for innovation to advance the project; Team identifies processes to solicit and discuss feedback.	
D)Team produces an output/result that meets the goals established by the instructor. (UNIT OF ASSESSMENT: INDIVIDUAL or TEAM)	Team does not produce an output/result at all or an output/result that meets the established goals.	Team produces an output/result that demonstrates a basic understanding of the knowledge/skills/tools required by the instructor (e.g. vocabulary, principles, theories, concepts), but does not offer new knowledge generation.	Team produces an output/result that demonstrates a solid understanding of the knowledge/skills/tools required by the instructor (e.g. vocabulary, principles, theories, concepts).	Team produces an output/result that demonstrates the creation and use of new knowledge/skills/tools beyond what is required by the instructor (e.g. vocabulary, principles, theories, concepts).	
E) Team member makes meaningful contribution. (UNIT OF ASSESSMENT: INDIVIDUAL)	Team member is not engaged or productive	Team member participates and produces minimal work required of him/her; Does not offer ideas to advance the work of the group	Team member completes all assigned tasks on time; Offers suggestions to advance the work of the group	Team member produces high quality work that is appropriate for their role within the team, and substantively advances the team toward achieving their project goal.	
F) Team member shows courtesy and respect for other members. (UNIT OF ASSESSMENT: INDIVIDUAL)	Fails to support a constructive team climate by doing fewer than two of the following: 1) Treats team members respectfully by being polite and constructive in communication. 2) Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. 3) Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. 4) Provides assistance and/or encouragement to team members. 5) Promotes an open group climate where members feel safe to share information and where members listen to each other actively and	Supports a constructive team climate by doing any two of the following: 1) Treats team members respectfully by being polite and constructive in communication. 2) Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. 3) Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. 4) Provides assistance and/or encouragement to team members. 5) Promotes an open group climate where members feel safe to share information and where members listen to each other actively and	Supports a constructive team climate by doing any three of the following: 1) Treats team members respectfully by being polite and constructive in communication. 2) Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. 3) Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. 4) Provides assistance and/or encouragement to team members. 5) Promotes an open group climate where members feel safe to share information and where members listen to each other actively and	Supports a constructive team climate by doing four or more of the following: 1) Treats team members respectfully by being polite and constructive in communication. 2) Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. 3) Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. 4) Provides assistance and/or encouragement to team members. 5) Promotes an open group climate where members feel safe to share information and where members listen to each other actively and	