

TEAMWORK AWARD – Rubric for regular judges

	Roles & Responsibilities	Gracious Professionalism	Problem Solving	Confidence & Enthusiasm	Team Dynamics & Communication
POINTS	How well defined are the roles on the team? Does each team member have a responsibility? Do the team members know each other's roles? To what extent is team lead by members rather than adults? <i>(Ask the team members to discuss team roles)</i>	Do the team members show respect for each other and for other teams? Are they supportive of each other and other teams? Is cooperation valued equally with competition? <i>(Ask the team to talk about any situations where they helped or supported another team member or another team?)</i>	How does the team handle problems/dilemmas/challenges? Focused on objectives? Is each team member's input valued? Conflicts are resolved without hard feelings. <i>(Ask the team to talk about a problem that arose and how it was resolved.)</i>	Do all team members participate? Team members understand and are enthusiastic about FLL. The team is confident. <i>(Ask the team to talk about their FLL experience.)</i>	How well does the team communicate with each other. Do the students take initiative? Does everyone contribute? Are they continually trying to improve as a team? <i>(Ask about a team meeting, and how decisions were made.)</i>
0-4 Poor	<ul style="list-style-type: none"> ▪ Team had no clearly defined roles for its members. ▪ It was not clear who on the team performed what task. 	<ul style="list-style-type: none"> ▪ No team member was able to give an example of how they helped another team member or another team. 	<ul style="list-style-type: none"> ▪ A problem was identified but no steps were taken to find a solution. 	<ul style="list-style-type: none"> ▪ Only one team member spoke. ▪ Most students did not appear interested. 	<ul style="list-style-type: none"> ▪ Only a few people had input at the meetings. ▪ Decisions were made by a few. ▪ No example of improvement was evident.
5-8 Fair	<ul style="list-style-type: none"> ▪ Team has loose role assignments. ▪ Team members are barely aware of each other's roles. 	<ul style="list-style-type: none"> ▪ Only one example was given of how they helped another team member or another team, but the example was not a significant one. 	<ul style="list-style-type: none"> ▪ The team identified a problem but only a few members were part of the solution. ▪ The solution was not adequate. 	<ul style="list-style-type: none"> ▪ Only a few team members spoke. ▪ Some students appeared interested and excited. 	<ul style="list-style-type: none"> ▪ Less than a majority of people had input at the meetings. ▪ Decisions were made by less than a majority. ▪ A minor, less significant example of improvement was given.
9-12 Good	<ul style="list-style-type: none"> ▪ Some students have clearly defined roles, some do not. ▪ Some students are aware of each other's roles. ▪ Only some of the team members understand each other's roles. 	<ul style="list-style-type: none"> ▪ Only one example was given of how they helped another team member or another team, and the example was significant one. 	<ul style="list-style-type: none"> ▪ A problem was identified and less than the entire team was part of the solution. ▪ The solution was adequate, but not effective. ▪ The entire team did not accept the solution. 	<ul style="list-style-type: none"> ▪ About half the team spoke. ▪ About half seemed interested and excited. 	<ul style="list-style-type: none"> ▪ A simple majority of people had input at the meetings. ▪ Decisions were made by a simple majority of the team. ▪ One example was given on a significant improvement OR a few less significant examples of improvement were given.
13-16 Very Good	<ul style="list-style-type: none"> ▪ Most of the team members have clearly defined roles. ▪ A majority of the team seemed aware of each other's roles. ▪ A majority of the team could explain each other's roles. 	<ul style="list-style-type: none"> • More than one example was given of how they helped another team member or another team, but overall the examples were not significant. 	<ul style="list-style-type: none"> ▪ A problem was identified and a majority of the team was part of the solution. ▪ The solution was effective. ▪ A majority of the team accepted the solution. ▪ There was evidence of some compromise. 	<ul style="list-style-type: none"> ▪ A majority of the team spoke. ▪ Most of the team appeared interested and excited. ▪ The team as a whole seemed confident. 	<ul style="list-style-type: none"> ▪ A vast majority of people had input. ▪ Decisions were made by a most of the team. ▪ The team was able to provide more than one example of significant improvement.
17-20 Excellent	<ul style="list-style-type: none"> ▪ Each person has a clearly defined role and each was well executed. ▪ Each team member is well aware of each other's roles. ▪ Each team member could explain all the roles. 	<ul style="list-style-type: none"> ▪ More than one example was given of how they helped another team member or another team, and overall the examples were significant. 	<ul style="list-style-type: none"> ▪ The team was able to clearly identify a problem they experienced. ▪ The team communicated effectively to address the problem, and came up with solution as a team. ▪ Some team members compromised to help solve the problem. 	<ul style="list-style-type: none"> ▪ The entire team spoke. ▪ Every team member is interested and excited. ▪ The team was overflowing in confidence! 	<ul style="list-style-type: none"> ▪ It was clear that the entire team provided input. ▪ Decisions were made by the entire team, it was clear that the team recognized that everyone's contribution was important. ▪ Several examples of significant improvement were given.