

12. Teamwork and FLL Values Judging Materials

TEAMWORK and FLL VALUES RUBRIC

| | Needs Improvement | Fair | Good | Excellent |
|--|--|---|--|---|
| Roles & Responsibilities | <p>No clearly-defined roles</p> <p>Not clear who completed which tasks and/or very uneven distribution of work</p> <p>Team members not collaborative</p> <p>Time management is poor or purely directed by the coach</p> | <p>Loose role assignments</p> <p>Uneven work distribution</p> <p>Team members will help each other, if asked</p> <p>Time management skills are weak</p> | <p>Defined roles</p> <p>Work is distributed fairly- but with individual focus only</p> <p>Team members assist each other without being asked</p> <p>Team mentions learning time management</p> | <p>Clearly defined roles</p> <p>Workload is distributed fairly and team members understand each other's roles</p> <p>Team members fill each other's roles (happily!), if needed</p> <p>Team members give concrete examples of learning time management</p> |
| Gracious Professionalism | <p>Team members show little/no respect for each other</p> <p>Team members show no awareness of school/community issues</p> <p>Team members compete with each other to be heard during judging</p> <p>Team doesn't understand the concept of gracious professionalism</p> | <p>Team members show limited respect for each other</p> <p>Team members show limited awareness of school / community issues</p> <p>Team is aware of gracious professionalism, but gives no concrete examples of what they have done to help others</p> <p>Team did not help each other/other teams</p> | <p>Team members show respect for teammates</p> <p>Team members imply increased awareness of school and/or community</p> <p>Team members are vague about how this awareness translates into other aspects of their lives</p> <p>Team implies that they have helped each other/other teams</p> | <p>Team members give concrete examples of respect for teammates</p> <p>Team members show increased awareness of their school/community including concrete examples</p> <p>Team members clearly discuss how this increased awareness translates into other areas of their lives</p> <p>Team members give concrete examples of how they have helped each other/others</p> |
| Problem-Solving & Team Dynamics | <p>A problem was identified, but no steps were taken to identify a solution</p> <p>One team member used power to reach their desired outcome</p> <p>One person's ideas are used</p> <p>Team members working against each other</p> <p>Coercion and/or confrontation dominate</p> | <p>A problem was identified, but the chosen solution was inadequate to some team members</p> <p>Some team members didn't accept the solution</p> <p>Simple majority had input at meetings</p> <p>Decisions made by simple majority without collaborative discussion</p> <p>Team coexists peacefully</p> | <p>A problem was identified and there is compromise evident in the solution</p> <p>Team tested various solutions to solve the problem</p> <p>Cooperation is a dominant theme</p> <p>Decisions made by most of the team, however team focuses on individual tasks</p> <p>Team collaborates well</p> | <p>A problem was identified and the team worked together to find a solution</p> <p>Various solutions were tested and then incorporated</p> <p>Team accepts input from all and sees the big picture in their overall goals</p> <p>Team members show equality and value each other's roles by entire team making decisions</p> <p>Collaboration and co-ownership are dominant themes with the members recognizing interdependence</p> |

TEAMWORK and FLL VALUES RUBRIC (cont.)

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|-------------------------|--|---|--|---|
| Confidence & Enthusiasm | Only one team member spoke to the judge(s) | About ½ the team spoke to the judge(s) | Everyone was ready to answer at least one question from the judge(s) | All team members speak to the judges showing confidence in themselves as well as the team |
| | Some team members seem disinterested | About ½ the team seems interested | Most of the team appears excited and interested | Team members show equal investment in FLL |
| | Most team members are disengaged | Members are not paying attention to one another | Members are enthusiastic, but talk over one another | Members enthusiastically work together to include each other |
| FLL Values | No clear enthusiasm for science, engineering or technology | Some members show an interest in science, engineering or technology | Team shows a keen interest in subject matter, but limited use of concrete examples | Group articulates a clear understanding of the FLL experience |
| | Team doesn't mention new skills acquired | Limited attention paid to new skills acquired | Team implies new skills acquired | Team gives concrete examples of new skills acquired and their interest in the subject areas |

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| Teamwork and FLL Values Questions |
| Ask: |
| Roles and Responsibilities |
| Tell me about the roles each of you had on the team and how this worked? |
| Gracious Professionalism |
| What does Gracious Professionalism mean to you? |
| Can you give an example of gracious professionalism your team experienced? |
| Problem Solving and Team Dynamics and Communications |
| Tell us about a problem your team had and how it was solved. |
| FLL Values |
| Tell us what you have learned about FLL and how you think it will help you in the future? |
| If you saw something happening to another team and thought it wasn't fair, what would you do and why? |
| Look for: |
| Confidence and enthusiasm of team members |
| Are team members listening to each other and to the judges? |
| Are team members looking at the judges when they speak or at team members when they are talking? |
| Are they interrupting each other or waiting their turn? |
| Is everyone answering questions or just a few? |
| Do they give descriptions and examples or one word answers? |
| Do they encourage each other to participate? |