

**Collaboration Rubric (for instructor to rate individual students)**

<b>Category</b>	<b>Exemplary (4)</b>	<b>Competent (3)</b>	<b>Developing (2)</b>	<b>Unsatisfactory (1)</b>
<b>Contributions</b>	Routinely provides useful ideas that contribute to the activity. (A leader who contributes a lot of effort.)	Usually provides useful ideas that contribute to the activity. (A strong group member who puts forth effort.)	Sometimes provides useful ideas that contribute to the activity. (A satisfactory group member who does what is required.)	Rarely or never provides useful ideas that contribute to the activity. (A group member who is reluctant to contribute or participate.)
<b>Working with Others</b>	Consistently listens to others, supports the efforts of others and the participation of everyone.	Almost always listens and supports the efforts of others; participates without dominating	Usually listens and supports the efforts of others but may not always work in the best interests of the team	Rarely participates or tends to dominate discussion without listening to others
<b>Focus on Task</b>	Consistently focuses on the purpose of the activity and helps the group stay on task.	Usually focuses on the purpose of the activity and stays on task.	Sometimes focuses on the purpose of the activity but sometimes needs to be reminded to stay on task.	Is frequently distracted from the purpose of the activity or lets others do the work.
<b>Social Interaction (Contribution)</b>	Inspires trust by always expressing thoughts and feelings openly and making others comfortable to do the same.	Usually expresses thoughts and feelings openly; does not make others uncomfortable to do the same.	Sometimes expresses thoughts and feelings openly; can sometimes make others uncomfortable to do the same.	Rarely or never expresses thoughts and feelings and Or, Conversely, often makes others uncomfortable about expressing thoughts, feelings, or opinions.
<b>Social Interaction (Listening)</b>	Welcomes differences of opinion without being critical of others; asks questions for clarification and to build on the comments of others without being confrontational.	Listens to the opinions of others without being critical and asks questions without being confrontational.	When listening to the opinions of others or asking questions can sometimes seem critical.	Rarely interacts with others by listening actively or asking questions

**Collaboration Rubric (for students to rate their group)**

<b>Category</b>	<b>Exemplary (4)</b>	<b>Competent (3)</b>	<b>Developing (2)</b>	<b>Unsatisfactory (1)</b>
<b>Contributions</b>	We all provided useful ideas that contributed to the activity.	Most of us provided useful ideas that contributed to the activity.	Some of us provided useful ideas that contributed to the activity.	Only one of us provided useful ideas that contributed to the activity.
<b>Working with Others</b>	Everyone in the group consistently listened to others and made sure that everyone participated equally.	Most of the group members listened to others and almost everyone participated.	Some of the group members listened to others, but some of the group members tended to dominate the discussion	Group members had difficulty listening to each other without interruption; one or more person tried to dominate the conversation.
<b>Focus on Task</b>	The group consistently focused on the purpose of the activity and everyone stayed on task.	The group mostly focused on the purpose of the activity and stayed on task.	The group had some difficulty focusing on the purpose of the activity and had to be reminded to stay on task.	The group had a lot of difficulty focusing on the purpose of the activity; either only one person kept us focused or we needed the instructor to get us on task.
<b>Social Interaction (contribution)</b>	Everyone was open to expressing their thoughts and feelings openly and felt comfortable doing so.	Almost everyone was open to expressing their thoughts and feelings openly and felt comfortable doing so.	Most group members were not really open to expressing their thoughts and feelings openly.	Group members didn't take any opportunities to express their thoughts or feelings.
<b>Social Interaction (listening)</b>	We all listened respectfully to the different opinions of group members and asked questions for clarification or to build on the ideas of others without being critical. There was a lot of trust among group members.	Almost everyone listened respectfully to the different opinions of group members and asked questions for clarification or to build on the ideas of others without being critical. Group members made an effort to avoid or stop any criticism or negativity and to build trust.	There was a lack of active or respectful listening to different opinions of group members and some questions seemed critical or negative. We had some trouble supporting and trusting each other to accomplish this activity.	The discussion tended to be negative and there was a lack of respect for different opinions of group members. There was little mutual support or trust among members which made it very hard to accomplish this activity.

## QEP Project Assessment Rubric

Learning Outcome	Exemplary	Competent	Developing	Inadequate
Students will identify and define central ideas or issues when presented with an open-ended problem or case.	The central idea(s) or issue(s) is clear and focused. It provides a strong structure for the project.	The central idea(s) or issue(s) is clear and helps to focus the structure of the project.	The central idea(s) or issue(s) is evident but may lack focus for structuring the project.	There is no evidence of clear or focused central idea(s) or issue(s).
Students will evaluate and select sources for credibility and relevance.	Students selected credible and highly appropriate sources in a variety of formats; the research strongly supports understanding of the topic/issue.	Students selected credible and mostly appropriate sources; formats are somewhat varied; the research is relevant to understanding of the topic/issue.	Students selected a few appropriate sources but there was little balance in format; the credibility of some sources might be questionable; not all of the research is relevant to understanding of the topic/issue.	Students did not select credible or varied sources; relevance of sources to the topic was not evident.
Students will select and use appropriate concepts and methods from credible and relevant sources to solve a problem or put forward a thesis.	Students used sources to identify one or more credible approaches to solving a problem or putting forth a clearly articulated thesis/argument. Conclusions demonstrate a logical progression of ideas and effective use of supporting evidence. Students provided compelling explanation of how/why concepts or methods presented are	Students used sources to identify at least one credible approach to solving a problem or putting forth a thesis/argument. Most conclusions demonstrate a logical progression of ideas based upon supporting evidence. Students adequately explained how/why concepts or methods presented are relevant to the problem or issue.	Students identified at least one approach to solving a problem or putting forth a thesis/argument but the connection between the approach and the sources selected may be weak. The progression of ideas to reach conclusions may be weak or illogical. Students' explanation of how/why concepts or methods chosen relate to the problem/issue may be lacking.	Students presented a conclusion or solution unsupported by logic or use of credible or relevant sources. Students are not able to demonstrate the relevance of concepts or methods chosen to the problem or issue.

<b>Learning Outcome</b>	<b>Exemplary</b>	<b>Competent</b>	<b>Developing</b>	<b>Inadequate</b>
	relevant to the problem or issue.			
Students will produce effective, evidence-based written, oral, or visual reports or presentations.	Students presented the topic in a manner that generates and maintains interest and attention from the audience; the topic was clearly presented and developed in a manner that is highly organized, demonstrating well-researched evidence and insightful conclusions.	Students presented the topic in a manner that maintains the attention of the audience; the topic was clearly presented and developed in a manner that is sufficiently organized to demonstrate how the evidence supports their conclusions.	Students' presentation of the topic does not always maintain the attention of the audience; the topic was presented and developed in a manner that is not consistently organized in a way to demonstrate how the evidence support the conclusions	Students' presentation does not keep the attention of the audience; the topic was disorganized in presentation and development and it is unclear how or if the evidence relates to the conclusions.