

Rubric for Team Assessment

Task description: Working in teams, students will develop and teach the class an assigned torts topic/sub-topic. The presentation should involve some form of **active learning** (participants are engaged in doing, not just passively listening), **some kind of visual aids**, and all team members **must** participate in the presentation. Teams will also email the **handout** to Sophie and post the handout on TWEN under Course Materials- **maximum two pages**.

	Exemplary	Competent	Developing
Content - presentation 30	<ul style="list-style-type: none"> <input type="checkbox"/> Clearly identifies tort, elements and focus (if not whole COA) <input type="checkbox"/> Provides 2 clear examples - 1 where tort rule applies, 1 where doesn't <input type="checkbox"/> Hypothetical -gray area has appropriately difficult 	<ul style="list-style-type: none"> <input type="checkbox"/> Tort elements and focus somewhat clear <input type="checkbox"/> Provides examples - 1 where tort rule applies, 1 where doesn't - but not all clear <input type="checkbox"/> Hypothetical in gray area mostly appropriately difficult 	<ul style="list-style-type: none"> <input type="checkbox"/> Tort elements or focus unclear <input type="checkbox"/> Examples - unclear <input type="checkbox"/> Hypothetical in gray area too difficult, confusing or hard to apply within time constraints
Skills and teamwork presentation 50	<ul style="list-style-type: none"> <input type="checkbox"/> Presentation organized; sequence coherent; direction clear <input type="checkbox"/> Uses visual aids effectively, professionally <input type="checkbox"/> Voices, gestures, use of humor, clothing appropriate for material <input type="checkbox"/> All teammates participate in presentation, with each getting about the same amount of time <input type="checkbox"/> Teammates show each other respect <input type="checkbox"/> Team uses time allotted; stays and ends on time <input type="checkbox"/> Involves students in active learning 	<ul style="list-style-type: none"> <input type="checkbox"/> Presentation sequence and direction has some disorganized parts <input type="checkbox"/> Uses visual aids mostly effectively <input type="checkbox"/> Some voices, gestures, use of humor, clothing detract from presentation <input type="checkbox"/> All teammates participate in presentation, with some imbalance <input type="checkbox"/> Teammates mostly show each other respect <input type="checkbox"/> Team did not use most of the time or had to be cut off <input type="checkbox"/> Somewhat involves students in active learning 	<ul style="list-style-type: none"> <input type="checkbox"/> Presentation hard to follow or not helpful <input type="checkbox"/> Uses visual aids ineffectively - either missing or distracting, inappropriate <input type="checkbox"/> Voices, gestures, use of humor, clothing -some inappropriate, unprofessional or ineffective <input type="checkbox"/> Presentation unbalanced; a few people dominate <input type="checkbox"/> Teammates show little respect or courtesy <input type="checkbox"/> Team used insufficient time or continued after time was over <input type="checkbox"/> Does not engage students in active learning or does so very minimally
Handout 20 - Lose all points if submitted after deadline	<ul style="list-style-type: none"> <input type="checkbox"/> Includes basic topic outline - legal points, elements and relevant material or provide space where students can fill in the blanks <input type="checkbox"/> Includes pattern jury instruction from identified jurisdiction that follows the general rule <input type="checkbox"/> Written hypothetical - clear and error free <input type="checkbox"/> Identifies clear, important "take-aways" - max 3 main points students should know on topic <input type="checkbox"/> Chart, diagram, or materials in which students fill in some blanks - legible. <input type="checkbox"/> Follows all directions and format- submitted on time 	<ul style="list-style-type: none"> <input type="checkbox"/> Includes basic topic outline - legal points, elements and relevant material or provide space where students can fill in the blanks - somewhat effective <input type="checkbox"/> Includes pattern jury instruction - unclear jurisdiction or unclear instruction <input type="checkbox"/> Written hypothetical - mostly clear <input type="checkbox"/> "Take-aways" - max 3 main points students should know on topic - not clear <input type="checkbox"/> Chart, diagram, or materials in which students fill in some blanks - lacks some organization or clarity <input type="checkbox"/> Follows all directions and format- submitted on time-minimal format errors 	<ul style="list-style-type: none"> <input type="checkbox"/> Basic topic outline - ineffective <input type="checkbox"/> Jury instruction - unclear or lacking <input type="checkbox"/> Written hypothetical - confusing <input type="checkbox"/> "Take-aways" - max 3 main points students should know on topic - not clear <input type="checkbox"/> Chart, diagram, or materials in which students fill in some blanks - confusing/disorganized/ wrong <input type="checkbox"/> Follows all directions and format- submitted on time-some format errors