

5) Function effectively as a member or leader of a team engaged in activities appropriate to the program’s discipline.

Performance Criteria	Level of Learning			
	Initial	Emerging	Developed	Excellence
Considers the roles of the team's members	Does not recognize their own role, nor of their partners	Recognizes some roles, but not all, nor their interaction	Recognizes all the roles to reach the team’ goal and their interaction	Recognizes the roles of all the members, how they interact and how to take them to achieve the goal of the team
Distinguishes the relevant moment for contributing to the team	Does not contribute at all or always contributes but interrupting others	Their contributions are limited or do not have impact on their team. Or in most of the cases does not allow to contribute to their partners	Although the student contributes, does not encourage to the discussion or to their partners contribution	Their contributions always are on the right moments and encourages to the partners participation
Assesses the teammates skills linked to the goal of the team	Their opinions are the sole valued one. Does not respect the criteria of others nor appraises their partners skills.	Does not identify all their partners’ skills for the benefit of the team. Never appraises their partners skills.	Identifies their partners skills, respects them always and encourage synergy	Identifies their partners’ skills, respects them and encourage to the synergy. Attempts to developed their own skills and their partners too.