

Northeast Community College
Social Skills Rubric for Objective 1—Students will demonstrate interactive behaviors.

Key Terms:

Collaboration - working jointly with others in an intellectual endeavor

Contribution – playing a significant part in completing the project (can include offering suggestions, asking appropriate questions, writing down the groups’ ideas or goals, and providing assistance as the group works to complete the project)

Completion – finishing assigned tasks and integrating individual ideas while contributing to a quality final product

Trait or characteristic	Exceptional Five points	Strong Four points	Acceptable Three points	Weak Two points	Poor One point	Point Total
Collaboration	When collaborating, actively listens, integrates verbal feedback, and usually takes a leadership role for the mutual benefit of the group	When collaborating, actively listens, integrates verbal feedback, and occasionally takes a leadership role for the mutual benefit of the group	When collaborating, listens and integrates verbal feedback consistently for the mutual benefit of the group	When collaborating, will appear to be listening but does not provide input for the mutual benefit of the group	When collaborating, appears disinterested and does not participate for the mutual benefit of the group and/or stalls the group process by demonstrating negative characteristics	
Contribution	Demonstrates exceptional leadership skills, is actively involved, and maintains a goal focus while progressing through all tasks for the group project	Demonstrates occasional leadership, is actively involved, and maintains a goal focus while progressing through all tasks for the group project	Is actively involved and maintains a goal focus while progressing through all tasks for the group project	Involved very little with group project and/or contributions interfere with group progress	No involvement with the group project and/or contributions block group progress	
Completion	Individual lead the group to effective and efficient completion of the group project while demonstrating strong commitment to quality	Individual provided some leadership for effective and efficient completion of the group project while demonstrating commitment to quality	Individual contributed to effective and efficient completion of the group project while demonstrating commitment to quality	Individual contributed only slightly to the effective and efficient completion of the group project and/or demonstrated only slight commitment to quality	Individual contributed nothing to the effective and efficient completion of the group project and/or demonstrated no commitment to quality	

Instructor Directions - Social Skills Assessment for Interactive Behaviors

Thank you for your assistance in completing this assessment activity. To prepare for the exercise, please read these directions now and complete the following as soon as your students arrive on the day scheduled for the assessment exercise. If you have questions, contact one of the Social Skills Team: Paul Bailey, Karen Casselman, Michael Lechner, Misty Wortman or Joan Zanders.

Step One

Divide class into groups of five, grouping students together who have at least 45 completed credits. A sixth person can be added to a group to accommodate extra class members; a group of four will work if totals are fewer.

Step Two

Give each student a crepe paper armband to tie around the upper arm. Each small group will have one of each of the following colors: red, blue, green, yellow, purple. Pink can be used for a sixth person in a group, when necessary.

Step Three

For each small group, create a space between two desks or tables that measures two feet in distance. This represents the water that must be crossed in the following scenario:

The following scenario will be used with the students:

A devastating storm has created flooding in the area where your team members live. During the night, rising water has isolated your team. You have no means of communication or transportation to carry you to safety. You must escape to higher ground very soon or lives will certainly be lost. Swimming away is not an option as the water is filled with waste and toxic pollutants. The only option is building a bridge to span the water and take you to higher ground.

The Tinker Toys represent supplies available to you. You must create a bridge that uses all the Tinker Toys, is two feet long to span the water, and that will support the weight of your team, the scaled-down equivalent of three pounds. Your team will have 20 minutes to complete the task. The first 2 minutes must be used for planning only--without touching the Tinker Toys; you will be told when construction can begin. Remember the water is polluted; you may not sit or stand in the water to construct your bridge.

Northeast Community College

Social Skills Rubric for Objective 2—Students will demonstrate knowledge of individual, national and international diversity.

Students will be given approximately ten minutes to respond in writing to the following scenario:

A large international corporation has purchased the company with whom you are employed. Your job will now require you to interact with diverse individuals and groups within the United States and around the world. Describe your preparation and ability for working with a diverse population within your chosen career.

The following rubric is used to evaluate the student responses:

- 5 - Student demonstrates eagerness to work with different cultures.
- 4 - Student views working with other cultures as an opportunity.
- 3 - Student expresses a positive response toward new and different cultures.
- 2 - Student seems hesitant to work with different cultures.
- 1 - Student indicates an unwillingness to work with different cultures.