**Table 1. List of Criteria Statements for Engineering Team**

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| --- | --- | --- | --- |
| **Criteria (desirable behaviors)** | **0** | **1** | **2** |
| **Working Together (Participation)** |  |  |  |
| **Staying on Topic** |  |  |  |
| **Not Talking Over Others** |  |  |  |
| **Consider Others Opinions** |  |  |  |
| **Using Time Wisely** |  |  |  |

**Table 2. List of Constraint Statements for Engineering Teams**

|  |  |
| --- | --- |
| **Constraints (must haves)** | **Has the behavior been met?** |
| **Yes** | **No** |
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Recently you have had the opportunity to experience science from an engineering team/scientist team approach. The way the science and engineering is done in the real world. You may realize that being a team member is a really important part of your role in the science classroom, and beyond. In keeping with the way we “do” science, it is now time for your team to develop some criteria and constraints for working together. We (your instructor, and your group) will use this to evaluate the way you function together from now on. Here is your task:

**Table 1 - Criteria**

1. Use the materials provided (white board/poster paper) to brainstorm some of the most helpful criteria that need to be in place to “get the job done”. Really think about how the past two challenges went and what was helpful and what was not. Use this to guide your list. These are behaviors that have a least desirable to most desirable range. For example – “**Worked on Assigned Tasks”**
2. SHARE – As a class we will agree on the top criteria list.
3. List the criteria in Table 1 above.
4. Use the materials provided (white board/poster paper) to brainstorm what should go into each of the descriptions. What would a student who was “**Working on Assigned Tasks”** do? What would someone that was performing this at a 1-2 level (lowest level) do? What would a 3-4 team mate do? How about a 5+?
5. Complete this for the rest of the criteria.
6. We will do a visible thinking routine to come to consensus on what the final version will look like.
7. Copy into Table 1
8. Trim and tape Table 1 in the Resources section of your ISN (we set this up on day one of the semester)

**Table 2 – Constraints**

1. Use the materials provided (white board/poster paper) to brainstorm a list of constraints that need to be in place to “get the job done”. Really think about what is acceptable and what is not. As you know, constraints must be met or the job is a “no go”. For example - **“Worked With Group on the Task”**. This statement has a yes or no answer.
2. SHARE – As a class we will agree on our lists of constraints.
3. Copy into Table 2