

(SAMPLE FORM FOR PEER EVALUATION: Percentage Method)

Assessment of Contributions of Group Members

At the end of the semester, it is necessary for all members of this class to assess the contributions that each member of the group made to the work of the group. This contribution should presumably reflect your judgment of such things as:

Preparation – Were they prepared when they came to class?

Contribution – Did they contribute productively to group discussion and work?

Respect for others' ideas – Did they encourage others to contribute their ideas?

Flexibility – Were they flexible when disagreements occurred?

It is important that you raise the evaluation of people who truly worked hard for the good of the group and lower the evaluation of those you perceived not to be working as hard on group tasks. Those who contributed should receive the full worth of the group's grades; those who did not contribute fully should only receive partial credit. Your assessment will be used mathematically to determine the proportion of the group's points that each member receives.

Evaluate the contributions of each person in your group except yourself, by distributing 100 points among them. Include comments for each person.

Group #: _____	Points Awarded:
1. Name: _____ Comments: _____	_____
2. Name: _____ Comments: _____	_____
3. Name: _____ Comments: _____	_____
4. Name: _____ Comments: _____	_____
5. Name: _____ Comments: _____	_____
Your Name: _____	TOTAL: 100 Points

**Peer Rating of Team Members
ALED 440, Spring 2007**

Name:

Section:

Please write the names of all your team members, including yourself, and rate the degree to which each member fulfilled his/her responsibilities in completing the project. The possible rankings and their rubrics are shown below.

Excellent 15 points	Consistently performed at a high level--exceeding expectations in all aspects; helped teammates; carried more than a fair share of the workload.
Very Good 12 points	Consistently met expectations--sometimes exceeding them; very well prepared; cooperative; accepted responsibility for a fair workload, sometimes did more.
Good 10 points	Consistently met expectations; usually well prepared and cooperative; was a strong team contributor; usually did what was asked but little more.
Acceptable 7 points	Usually prepared, but not always. Frequently met expectations but sometimes was lacking in preparation, attendance, or cooperation. Mostly did what was asked but never went beyond that.
Marginal 4 points	Sometimes acceptably prepared, sometimes not. Sometimes missed assignments and/or meetings. Contributed very little during meetings or with assignments.
Not acceptable Zero points	Contributed little or nothing. Missed meetings and assignments on regular basis. Lack of output resulted in other team members carrying an extra workload. Rarely participated during meetings or behavior was counter-productive.

The ratings should reflect each individual's level of participation, effort, and sense of responsibility, NOT his or her academic ability.

Name of Team Member	Rating

Your signature:

Date:

Team Member Peer Evaluation

Use this form to evaluate the other members of your team.

Evaluator: _____

List all of the names of the members of your group (including yourself) and their respective group responsibilities



Name: _____

Responsibilities: _____

Name: _____

Responsibilities: _____

Name: _____

Responsibilities: _____

Name: _____

Responsibilities: _____

Name: _____

Responsibilities: _____

Identify the contributions of each team member (including yourself) to the completion of this project.

Name: _____

Contribution: _____

Name: _____

Contribution: _____

Name: _____

Contribution: _____

Name: _____

Contribution: _____

Name: _____

Contribution: _____

Team Member Peer Evaluation

Identify the percentage out of 100% that each team member participated in the overall project (e.g. if four members participated equally, each member participated approximately 25% each for a total of 100%).

Name: _____

Percent participated: _____

Name: _____

Percent participated: _____

Name: _____

Percent participated: _____

Name: _____

Percent participated: _____

Name: _____

Percent participated: _____

Other Comments:

**(SAMPLE FORM FOR PEER EVALUATION:
Separate Team Maintenance Method)**

Peer Evaluation Name _____ Team # _____

Please assign scores that reflect how you really feel about the extent to which the other members of your team contributed to your learning and/or your team's performance. This will be your only opportunity to reward the members of your team who worked hard on your behalf. **(Note: If you give everyone pretty much the same score you will be hurting those who did the most and helping those who did the least.)**

Instructions: In the space below please rate each of the **other** members of your team. Each member's peer evaluation score will be the average of the points they receive from the other members of the team. To complete the evaluation you should: 1) List the name of each member of your team in the alphabetical order of their last names and, 2) assign an average of ten points to the other members of your team (Thus, for example, you should assign a total of 50 points in a six-member team; 60 points in a seven-member team; etc.) and, 3) differentiate some in your ratings; for example, you must give at least one score of 11 or higher (maximum = 15) and one score of 9 or lower.

Team Members:	Scores:
1) _____	5) _____
2) _____	6) _____
3) _____	7) _____
4) _____	8) _____


Additional Feedback: In the space below would you also briefly describe your reasons for your highest and lowest ratings. These comments -- but not information about who provided them -- will be used to provide feedback to students who would like to receive it.

Reason(s) for your highest rating(s). (Use back if necessary.)

Reason(s) for your lowest rating(s). (Use back if necessary.)



Peer Review Template



Peer review is widely recognized for advancing student learning, in particular for developing reflective processes like critical thinking. The classroom is ripe for peer review because the subject matter is fresh and in-depth interactivity is possible.

Peer Review offers you the opportunity to provide constructive feedback to others regarding their performance. You will also receive constructive feedback from class members on your performance. The purpose of peer review is to help you and those you have worked with during the semester to advance beyond your current performance. Work is never done in a vacuum, and peer reviews demonstrate the way in which all of us must collaborate with co-workers in the future for the advancement of society and our careers. This feedback will also allow for class participation grades to be awarded appropriately. Your responses will be kept confidential; only summary data will be shared with team members.

The tone of your critique

- Be honest (yet constructive and polite) in your evaluation.

Honor Pledge: To the best of my recollection and ability, the following ratings and critique accurately reflect the performance of my peers.

Name/Signature: _____



Peer Evaluation Short Form*

Evaluate each member by identifying the number that best reflects the extent to which he/she participated, prepared, helped the group excel and was a team player. Use the following ratings:

4 - Usually (over 90% of the time)

2 - Sometimes (less than half the time)

3 - Frequently (more often than not)

1 - Rarely (never or once in a great while)

Preparation

Prepared for team meetings; has read course material and understands the issues and subject matter; completes team assignments on time; attends and is on time for team meetings.

Participation & Communication

Articulates ideas effectively when speaking or writing; submits papers without grammatical errors; listens to others; encourages others to talk; persuasive when appropriate.

Helps Group Excel

Expresses great interest in group success by evaluating ideas and suggestions; initiates problem solving; influences and encourages other to set high standards; doesn't accept just any idea but looks for the best ideas; stays motivated from beginning to end of projects.

Team Player (Cooperation)

Knows when to be a leader and a follower; keeps an open mind; compromises when appropriate; can take criticism; respects others.

MEMBER NAME	Team Player	Helps Group Excel	Communication	Preparation
Name1				
Name2				
Name3				
Name4				
Name5				
Name6				
Name7				

*Adapted from "Peer Evaluation Short Form," published by D. F. Baker (2008) in the Journal of Management Education, 32(2), 205.

Percentage Rating

Rate each team member with a percentage grade, based upon their participation and performance as a team member. If all team members exceeded expectations for participation and performance, you may award each team member 100%. However, such circumstances rarely occur, and it is important for you to be forthright in your evaluation. Please take time to consider what an appropriate participation "grade" would be for each team member. For your reference, the grading scale for the class is as follows:

A	90% - 100%	B	80% - 85%
B+	86% - 89%	C	70% - 75%
C+	76% - 79%	D	60% - 65%
D+	66% - 69%		
F	Below 60%		

Name:	<u>Name1</u>	Percentage Score:	_____
Name:	<u>Name2</u>	Percentage Score:	_____
Name:	<u>Name3</u>	Percentage Score:	_____
Name:	<u>Name4</u>	Percentage Score:	_____
Name:	<u>Name5</u>	Percentage Score:	_____
Name:	<u>Name6</u>	Percentage Score:	_____
Name:	<u>Name7</u>	Percentage Score:	_____

Narrative Comments/Critique for Instructor Only

Narrative Comments/Critique for Team Members

Use constructive criticism and compliments to assess each team member regarding their involvement in the class and team projects. Each team member will have access to her/his comments that you provide here, unless the instructor deems them inappropriate.

Name: Name1
Contribution:

Name: Name2
Contribution:

Name: Name3
Contribution:

Name: Name4
Contribution:

Name: Name5
Contribution:

Name: Name6
Contribution:

Name: Name7
Contribution:

Assessment of Contributions of Group Members

At the end of the semester, it is necessary for all students to assess the contributions of each team member made to the work of the group. Please take this opportunity to coach your fellow teammates to improve their future performance.

Your PEER ASSESSMENT SCORE will be used as a multiplier for your TEAM SCORE. For example, if your team score is 90%, and you receive 110% in your peer evaluation, your overall TEAM SCORE will be 99%. Alternatively, if your peer assessment score is 90%, your TEAM SCORE would be 81%. As you can see, the peer assessment score can have a strong impact on a student's overall TEAM SCORE. Therefore, please assign scores that reflect how you feel about the contributions of your fellow team members. This is your only opportunity to reward the members of your team who worked hard on your behalf. *(Note: If you give everyone the same score, you will be hurting those who did the most work and helping those who did the least).*

PART 1: QUANTITATIVE ASSESSMENT: EVALUATE THE CONTRIBUTIONS OF EACH PERSON IN YOUR TEAM EXCEPT YOURSELF, BY DISTRIBUTING 100 POINTS AMONG THEM, FOR EACH SKILL LISTED BELOW. DO NOT GIVE A TEAM MEMBER LESS THAN 17 OR MORE THAN 23 POINTS.

	Names of Team Members					
<i>Co-operative Learning Skills (e.g. Punctual & reliable, quality of group work, facilitative leadership skills)</i>						(100 Total)
<i>Self-directed Learning (e.g. Preparation for team activities, understands limits of ones own knowledge)</i>						(100 Total)
<i>Interpersonal Skills (e.g. Understands and accepts limits of team members, Accepts constructive criticism, Shows respect for others)</i>						(100 Total)
Total Score for Each Team Member						

Name: _____ of Team _____

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(PRACTICE FORM)

Part 2: Qualitative Assessment. Please write **CONSTRUCTIVE COMMENTS** for each team member in the spaces provided below.

Describe the most valuable contribution _____ makes to your team.
Explain what this student could do to more effectively help your team.

Describe the most valuable contribution _____ makes to your team.
Explain what this student could do to more effectively help your team.

Describe the most valuable contribution _____ makes to your team.
Explain what this student could do to more effectively help your team.

Name: _____ of Team _____

Describe the most valuable contribution _____ makes to your team.

Explain what this student could do to more effectively help your team.

Describe the most valuable contribution _____ makes to your team.

Explain what this student could do to more effectively help your team.

Describe the most valuable contribution _____ makes to your team.

Explain what this student could do to more effectively help your team.

Name: _____ of Team _____

Appendix A Long Form

Peer Evaluation Score Sheet (Long Form)

Team # _____

Write the name of each group member in the space provided. Refer to the *Categories and Behaviors* handout for a list of the categories that you will use to evaluate each group member. Under each category, 4 sets of behaviors are described. For each group member, you must decide which set of behaviors under each category is most consistent with the behaviors that the member displayed during class. Circle the corresponding letter on the form below. Circle only one letter per category for each member. I recommend that you evaluate all group members on the first category, and then evaluate all group members on the second category, etc., until you have evaluated everyone on all categories. Do not rate yourself. **If you fill this form out correctly, you will receive 5 points on your final.** Please carefully consider your ratings and be honest. Ratings cannot be identical for all members (there must be at least one different rating).

Categories

<i>Group member name</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>
_____	a b c d	a b c d	a b c d	a b c d	a b c d	a b c d	a b c d	a b c d	a b c d
_____	a b c d	a b c d	a b c d	a b c d	a b c d	a b c d	a b c d	a b c d	a b c d
_____	a b c d	a b c d	a b c d	a b c d	a b c d	a b c d	a b c d	a b c d	a b c d
_____	a b c d	a b c d	a b c d	a b c d	a b c d	a b c d	a b c d	a b c d	a b c d
_____	a b c d	a b c d	a b c d	a b c d	a b c d	a b c d	a b c d	a b c d	a b c d

Comments:

I have carefully considered the above ratings and believe that they fairly reflect each of my team member's contribution to team performance.

Signature _____

Peer Evaluation: Categories and Behaviors

Use the Peer Evaluation Score Sheet to rate each group member in each. Please consider each category carefully. You will receive 5 points on your final exam if you fill this form out correctly. Please be honest. Do not write on this sheet!

(continued)

Appendix A (continued)

1. QUIZ PREPARATION. How well prepared was this person for the quizzes?

Focus on his/her effort to understand the material.

- a Member was well prepared for all of the quizzes. S/he did the readings and studied the objectives. S/he did everything the group asked. S/he was highly dependable. S/he met group deadlines.
- b Member was prepared for most of the quizzes. S/he did the readings and studied the objectives for most of the quizzes. If your group assigned objectives, s/he usually did the work and got them to everyone in time. There was only one or two times that s/he wasn't fully prepared. S/he met most, but not all group deadlines.
- c Member was well prepared for a couple of the quizzes. Sometimes s/he was well prepared, but not always. If your group assigned objectives, s/he sometimes did a decent job, but not always. You couldn't really depend upon him/her, but some times s/he came through. Sometimes s/he came through late, though.
- d Member was rarely, if ever, prepared for the quizzes. If you assigned objectives, s/he didn't do a good job, and/or handed them in too late to be helpful. S/he may have read a little of the chapters, but if s/he did, s/he had only skimmed them.

2. QUIZ UNDERSTANDING. How well did this person understand the material covered on each quiz? Focus on his/her grasp of the material.

- a Member clearly understood most concepts. S/he had insight about the terms and how they applied. Even if s/he didn't get a question right, you could tell s/he had thought about the issues.
- b Member understood a lot of the concepts, but not all. S/he misunderstood a couple of things on every quiz. Although it appeared that s/he had read the material, some of it hadn't really sunk in.
- c Member had trouble understanding a lot of the material. During group discussions, others in the group had to explain some of the important issues to him/her. On a lot of the questions, it was difficult for him/her to contribute to the discussion, because s/he didn't know that much. Or when s/he did contribute, s/he didn't really understand the concepts. Sometimes s/he knew the material, but s/he was "fuzzy" about a lot of the material.
- d Member did not understand most of the material. Based on his/her comments, s/he knew very little of the material. Maybe s/he read it, maybe s/he didn't, but s/he demonstrated very little understanding.

3. EFFORT ON GROUP ACTIVITIES. How much effort did the group member exert on behalf of the group on activities other than the quizzes (this includes the appeals process for the quizzes)? Focus on effort.

- a Member helped the group understand what they were supposed to do. S/he dug into his/her textbook and looked through class notes in order to help the group figure out how to answer the questions on each activity or appeal.
- b Member would share some good ideas to help the group with the activity or appeal. S/he didn't always bring his/her book or look through it, although s/he could be coaxed by others to do so. On some days, s/he demonstrated real effort, but not always.
- c Member would often discuss the questions on the activity or appeal with group members but was distracted easily. Sometimes, s/he let the others do whatever they wanted and didn't show much interest in the activity. On some days, s/he would float in and out of the conversation, paying attention only when something struck a chord. S/he relied on the others to do most of the work.

- d Member was usually only remotely interested in the activity or appeal. S/he usually seemed bored with the whole process. Maybe s/he talked with other disinterested group members about unrelated topics, left the room for various reasons, worked on other projects while the group worked on the activity, etc. S/he pretty much let the other group members work on the activity and only occasionally contributed.

4. COMMITMENT TO PERFORMANCE. How committed was the group member to high performance?

- a Member set high standards for self and encouraged others to set high standards. When others were willing to settle for mediocre work, s/he encouraged them to push a little harder. His/her work was excellent and s/he met the deadlines group members set. S/he modeled high performance and encouraged it from others, too.
- b Member set high standards for self, but didn't encourage others to set high standards. S/he was willing to go along with whatever standard the group chose. His/her work was on time and of high quality.
- c Member neither encouraged nor discouraged the group to set high standards. His/her work met what was minimally required and s/he didn't push others to do any more or any less. "Whatever" was his/her motto.
- d Member didn't expend much effort in support of group performance. S/he did not do what was asked of him/her or only did the work with a lot of prodding. His/her behavior may have actually encouraged members to accept *lower* levels of performance.

5. FACILITATING DISCUSSION. How helpful was the group member in facilitating group discussion?

- a Member made suggestions, shared ideas, asked questions, summarized what others had to say, etc. S/he didn't dominate the discussion, but s/he wasn't silent either. S/he showed genuine interest in what others had to say. S/he was willing to share her ideas, but s/he didn't force them on anyone.
- b Member made good contributions to the group discussion but didn't actively seek to engage everyone in the discussion. S/he was good at sharing ideas or she was good at listening to ideas. Perhaps s/he showed more interest in what certain members had to say and paid less attention to what others had to say. S/he wasn't rude, but perhaps talked a bit too much and/or interrupted others when they talked.
- c Member rarely said anything at all. S/he seemed interested in the discussion and paid attention, but rarely spoke. S/he didn't encourage others to speak either.
- d Member tended to dominate the discussion or was rude and disrespectful. Member had trouble really hearing what others said. S/he was too quick to discount others' ideas. S/he rarely asked about what others were thinking. S/he didn't seem that interested in the opinions of others. Sometimes, s/he had something good to say. However, his/her harsh words were frequently discouraging and harmful to the group.

6. LEADERSHIP. To what extent was the member a team leader?

- a Member initiated tasks and made suggestions as to how to proceed. S/he helped resolve disputes within the group. If the group drifted off task, s/he would help steer members back on track. S/he checked on absent or nonperforming members to offer support, encouragement and feedback. S/he cheered the group on when morale was low.
- b Member usually didn't initiate tasks or suggest how to proceed but was a good role model for other members in that s/he worked hard and met his/her responsibilities to the group. Member kept his/her focus on the task and was rarely the cause for the group to get off-track. S/he had a positive effect on group morale.

(continued)

Appendix A (continued)

- c Member had to be asked to do tasks but was usually willing to help the group. S/he was a follower but made some meaningful contributions to the group in this role. Sometimes, s/he was distracted from the group task or hesitant to meet or complete tasks as suggested by other group members.
- d Member was uncooperative and/or apathetic. S/he showed very little interest in group activities or tasks. S/he had to be asked and prodded to do anything.

7. CONFLICT RESOLUTION. What role did the member have in creating and resolving group conflict?

- a Member used excellent communication skills to reduce the likelihood of conflict. When conflict occurred in the group, member helped the members who were in conflict work out the problem. Member helped make conflict productive. When member disagreed with someone, s/he listened carefully to both sides of the argument and recommended ways to resolve differences. S/he worked toward consensus formation and collaboration.
- b Member sometimes got involved in disagreements with other members but tried to remain open to the opinions of others. Sometimes s/he appeared a little agitated with others and may have occasionally pushed his/her ideas a little too hard. With the encouragement of others, s/he eventually would agree to a compromise or talk through his/her concerns until a consensus could be reached.
- c Member had a hard time compromising and/or reaching consensus with those who disagreed with him/her. S/he would frequently become agitated or, alternatively, withdraw from the discussion altogether. Member didn't seek to understand other viewpoints. In some instances, s/he may have made consensus impossible and the most the group could achieve was a compromise. Still, the conflict generally remained friendly and the group was able to use it to clarify the issues involved.
- d Member initiated conflict that was destructive. His/her disagreements escalated into destructive group conflict. Member would not listen to other viewpoints and refused to compromise. The conflict sometimes became personalized and the member made harmful remarks to other members or about other members.

8. OVERALL CONTRIBUTION TO GROUP TASK. To what extent do you agree with this statement: This group member consistently made meaningful contributions to group tests and activities?

- a Strongly agree
- b Agree somewhat
- c Disagree somewhat
- d Strongly disagree

9. OVERALL CONTRIBUTION TO GROUP PROCESS. To what extent do you agree with this statement: This group member was important in building group cohesion, maintaining group morale and resolving group conflict?

- a Strongly agree
 - b Agree somewhat
 - c Disagree somewhat
 - d Strongly disagree
-

Peer Evaluation Form**Exit this survey****Default Section****My name is:****This peer evaluation is for:****How enthusiastic was this group member about completing the assigned project?**

More than everyone else in the group	More than most in the group	About the same as others in the group	Less than most in the group	Less than everyone else in the group	Not enthusiastic at all
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ENTHUSIASM**How dependable was this person (on time for "meetings," submitted work on due dates, etc.)?**

You could count on this person to be there, on time, 100% of the time	You could depend on this person about 80% of the time	You could depend on this person about 60% of the time	You could depend on this person about 40% of the time	You could depend on this person about 20% of the time	Could not depend on this person at all
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DEPENDABILITY**How many good ideas did this person contribute to help the group complete the project?**

More than anyone else in the group	More than most in the group	About the same as others in the group	Fewer than most in the group	Fewer than everyone else in the group	Did not contribute any ideas
------------------------------------	-----------------------------	---------------------------------------	------------------------------	---------------------------------------	------------------------------

IDEAS**How often did this person volunteer to complete needed tasks?**

100% of the time, and more often than anyone else	80% of the time	60% of the time	40% of the time	20% of the time	Never volunteered for anything
---	-----------------	-----------------	-----------------	-----------------	--------------------------------

VOLUNTEERISM**How often did this individual submit quality work?**

100% of the time	80% of the time	60% of the time	40% of the time	20% of the time	Work was always of poor quality
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100% of the time	80% of the time	60% of the time	40% of the time	20% of the time	Work was always of poor quality
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QUALITY OF WORK

How much work did this person contribute to the overall project?

A lot more than anyone else in the group	More than most people in the group	About the same amount as others in the group	Less than some others in the group	Less than most others in the group	Did not contribute
--	--	---	--	--	-----------------------

CONTRIBUTION

Would you like to work with this person again in a group?

This person would be my #1 pick every time	I would try to form a group that includes this person	I would not choose this person, but I guess it would be OK to be assigned to the same group	No way under any circumstance or for any reason
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**WORK IN NEW
GROUP**

Done