Evaluation of _____   Date: 2017 –_____–_____   Evaluated by _____
                                                  month   day

I. GROUP MANAGEMENT FUNCTIONS

Quality	Unsatisfactory	Rating	Exceptional	Comment
Valuable team member	• lacks initiative • only assumes responsibility when forced or for personal reasons • untrustworthy, deceptive, hides own mistakes, takes credit for everything		• willing to take on unpopular tasks • able to defer to the groups' needs • helps form cohesive team	
Supports work and discussion of teammates	• does not seek feedback • is defensive and fails to respond to feedback		• presents extra material • supports claims with appropriate references • clearly explains ideas / produces innovative ideas • seeks to understand views of others • truly helps other to learn	
Leadership	• is dictatorial • refuses to share workload • lacks initiative • dominates the group		• plans effective meetings • ensures equitable participation • helps team reach consensus • encourages comments from everyone • listens to others • is consistent and follows-through • takes initiative • seeks appropriate responsibility • deals well with different personality types • manages domineering members • delegates to use team members strengths	
Cares about teamwork	• only wants successful product • no interests in teamwork • hinders group process • pleases superiors while undermining peers		• supports others in sharing their ideas • works co-operatively • pays attention to team dynamics • permits appropriate time for building team rapport	
Prepared	• presents the minimal amount of material or ideas • seldom supports ideas with facts from class or readings		• always prepared for meetings • responsive • acts in a timely fashion • completes work efficiently and thoroughly	

☞ Remember *you are assessing contribution* — not effort, difficulty, inconvenience etc.☜

Unacceptable			Satisfactory			Exceptionally good		
1	2	3	4	5	6	7	8	9

Evaluation of _____ Date: __2017__ –_____–_____ Evaluated by _____
month day

II. IDEA GENERATION

Quality	Unsatisfactory	Rating	Exceptional	Comment
Contributes to phase goal	• misses meetings • is unprepared		• is familiar with material • makes case clearly and persuasively	
Helps plan (and revise)	• doesn't contribute to discussion • procrastinates • "just tell me what to do and I'll do it" • overlooks important data • fails to identify or solve problems		• willing to take on unpopular tasks • brings group to consensus • looks ahead to future phases • flexible but realistic outlook	
Values diversity	• lacking appropriate respect • lacking appropriate empathy and compassion • impatient with others • does not listen / pay attention		• listens actively • encourages different approaches • patient with others' differences	

III. LABOUR

Quality	Unsatisfactory	Rating	Exceptional	Comment
Execution	• procrastinates • does not plan well • misses deadlines • does bare minimum (or less)		• completes work efficiently and thoroughly • incorporates feedback from team and data into work • collaborates with team members • thinks how the pieces fit together	

☞ Remember you are assessing contribution not effort, difficulty, inconvenience etc.✎

Unacceptable			Satisfactory			Exceptionally good		
1	2	3	4	5	6	7	8	9

Sources used for this groupwork assessment rubric

Susan Holmes of Dalhousie University provided excellent advice about the design of every aspect of the teamwork part of the project (for Dalhousie University's CSCI 3160 course) this rubric was originally used for.

I also found the following sources particularly helpful as I developed the peer assessment of groupwork process and form. Prof. Holmes helped refine the form.

- *Improving Teaching and Learning Group Work and Group Assessment* (2004 Edition) from the University Teaching Development Centre (UTDC) at Victoria University of Wellington.

  I found Appendix D (Group Member Contribution) especially helpful so I have based parts of my form on it.

- *Peer and Self Assessment of Student Work* Prepared by Michelle Schwartz, Research Associate, for the Learning & Teaching Office at Ryerson University.

  - Parts of the rationale are drawn from lists on pages 1 and 7.
  - I found the example of the *Indiana University's School of Medicine Peer/Self Assessment Program Self Assessment* form by Carolyn Hayes (which is described as being adapted from the University of Rochester School of Medicine and Dentistry 'Peer Assessment Program') so helpful that I use the assessment scale in my form and have based much of my form on it.

- *Assessment Matters: Self-Assessment and Peer Assessment Teaching Development* by Dorothy Spiller (February 2009), produced by the Teaching Development Unit at Waikato University.

- *Methods for assessing groupwork* from the University of Waterloo's Centre for Teaching Excellence at ⟨URL:https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/developing-assignments/group-work/methods-assessing-group-work⟩ (undated; last accessed 2013-09-10).

  I adapted a few of their examples of aspects of team functioning (e.g. 'generating ideas and solutions' and 'willingly taking on unpopular jobs') for my form.

Source File Location

holly:~jamie/Documents/Teaching/General/Assessment/GradingForms/Teamwork/groupEvalForm,*version*.tex