

# Intra-group Peer-evaluation Form – GECC4130 Senior Seminar / GECC3130 Exploration and Discovery

Name of Student (Evaluator) \_\_\_\_\_

Date \_\_\_\_\_

	0   Not Present	1	2	3	4	5
<b>1) Contribution to Group's Tasks</b>	<ul style="list-style-type: none"> <li>Chooses not to participate</li> <li>Shows no concern for goals</li> </ul>	<ul style="list-style-type: none"> <li>Participates inconsistently in group</li> <li>Shows sporadic concern for goals</li> </ul>		<ul style="list-style-type: none"> <li>Participates in group most of the time</li> <li>Shows concern for goals most of the time</li> </ul>		<ul style="list-style-type: none"> <li>Participates actively</li> <li>Models caring about goals</li> </ul>
<b>2) Completion of Personal Tasks</b>	<ul style="list-style-type: none"> <li>Impedes goal setting process</li> <li>Impedes group from meeting goals</li> <li>Does not complete assigned tasks</li> </ul>	<ul style="list-style-type: none"> <li>Participates sporadically in goal setting</li> <li>Participates sometimes in meeting goals</li> <li>Completes assigned tasks</li> </ul>		<ul style="list-style-type: none"> <li>Participates in goal setting most of the time</li> <li>Participates in meeting goals most of the time</li> <li>Completes assigned tasks the majority of the time</li> </ul>		<ul style="list-style-type: none"> <li>Helps direct the group in setting goals</li> <li>Helps direct group in meeting goals</li> <li>Thoroughly completes assigned tasks</li> </ul>
<b>3) Discussion Skills</b>	<ul style="list-style-type: none"> <li>Discourages sharing</li> <li>Does not participate in group discussions</li> </ul>	<ul style="list-style-type: none"> <li>Shares ideas occasionally when encouraged</li> <li>Allows sharing by most group members</li> </ul>		<ul style="list-style-type: none"> <li>Shares ideas most of the time</li> <li>Sometimes encourages groups</li> </ul>		<ul style="list-style-type: none"> <li>Shares many ideas related to the goals</li> <li>Encourages all group members to share their ideas</li> </ul>
<b>4) Active Listening</b>	<ul style="list-style-type: none"> <li>Does not listen to others</li> <li>Not considerate of others' feelings and ideas</li> </ul>	<ul style="list-style-type: none"> <li>Listens to others sometimes</li> <li>Considers other people's feelings and ideas sometimes</li> </ul>		<ul style="list-style-type: none"> <li>Listens and takes other's feelings into consideration most of the time</li> </ul>		<ul style="list-style-type: none"> <li>Listens attentively to others</li> <li>Empathetic to other people's feelings and ideas</li> </ul>
<b>5) Contribution to Group's Evaluation</b>	<ul style="list-style-type: none"> <li>Discourages evaluation of how well the group is working</li> </ul>	<ul style="list-style-type: none"> <li>Participates marginally in group evaluation</li> </ul>		<ul style="list-style-type: none"> <li>Encourages group evaluation</li> </ul>		<ul style="list-style-type: none"> <li>Encourages group to evaluate how well they are working together as well as self evaluation</li> </ul>
<b>6) Problem-solving</b>	<ul style="list-style-type: none"> <li>Chooses not to participate in problem-solving</li> </ul>	<ul style="list-style-type: none"> <li>Offers suggestions occasionally to solve problems</li> <li>Demonstrates effort sometimes to help the group work together</li> </ul>		<ul style="list-style-type: none"> <li>Offers suggestions to solve problems and sometimes encourages group participation</li> </ul>		<ul style="list-style-type: none"> <li>Involves the whole group in problem-solving</li> </ul>
<b>7) Cohesion</b>	<ul style="list-style-type: none"> <li>Promotes fragmentation of group</li> </ul>	<ul style="list-style-type: none"> <li>Does not impede group's efforts</li> </ul>		<ul style="list-style-type: none"> <li>Demonstrates effort to help the group work together a majority of the time</li> </ul>		<ul style="list-style-type: none"> <li>Actively participates in helping the group work together better</li> </ul>

- 1) Read "How to use the Rubric" on page two.
- 2) Student should use this form to (i) self-evaluate and (ii) evaluate all groupmates.
- 3) Written comment is required for each evaluation, see page two.
- 4) Additional justification is required for approval when giving a very high or very low total score, see page two.

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(If the auto-sum formula in this PDF cannot work properly, please use the MS Word version of the form instead ([download](#)), and manually add up the total score for each member.)

### How to use the Rubric

1. Peer assessment is to provide students with opportunities to learn more about teamwork and responsibility for shared learning, Students are expected to learn about the idea of collaboration from the description in rubrics and grade each other with a serious and responsible attitude. Besides giving a **integer** numerical scores for the 7 dimensions, **written comment is required for every assessment.**  
**If a student is giving a very high (33-35) or very low (0-3) total score, additional justification is required.**
2. There are seven dimensions that have been identified to evaluate Effective Collaborator for Group Project. These include Contribution to Group’s Tasks, Completion of Personal Tasks, Discussion Skills, Active Listening, Contribution to Group’s Evaluation, Problem-solving and Cohesion.
3. There may be only one example that was demonstrated by the student being evaluated, and this one example can become the basis for your score on a dimension. It is not required to exhibit all of the examples of evidence at a specific level in order to receive that score.
4. Evidence for each dimension has been identified, and these types of evidence range from low to high with score from 0 to 5. Higher scores on the rubric have an increasing number of examples and increasing complexity of ideas demonstrated. The full score is thirty-five (35).
5. Scores of 2 or 4 can be assigned when you feel that the student being evaluated demonstrated qualities to receive a score higher than 1 or 3 respectively, but does not provide sufficient evidence to merit the next highest score.
6. Check “Not Present” if the student did not address a particular dimension. The student thus will receive a score of 0 in this dimension.

## Evaluation Results

Name of Student (Evaluator)

Date

Name of group members	#1 scores	#2 scores	#3 scores	#4 scores	#5 scores	#6 scores	#7 scores	TOTAL
1)								
Comment (add paper if needed)								
2)								
Comment (add paper if needed)								
3)								
Comment (add paper if needed)								
Self-evaluation								
Comment (add paper if needed)								

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