

## Team Member Evaluation

Category For Evaluation	Possible Scores				
	1	2	3	4	5
<b>Quality of Work:</b> Consider the degree to which the student team member provides work that is accurate and complete.	Produces unacceptable work, fails to meet minimum team or presentation requirements.	Occasionally produces work that meets minimum team or presentation requirements.	Meets minimum team or presentation requirements.	Regularly produces work that meets minimum requirements and sometimes exceeds presentation or team requirements.	Produces work that consistently exceeds established team or presentation requirements.
<b>Timeliness of Work:</b> Consider the student team member's timeliness of work.	Fails to meet deadlines set by team.	Occasionally misses deadlines set by team.	Regularly meets deadlines set by team.	Consistently meets deadlines set by team and occasionally completes work ahead of schedule.	Consistently completes work ahead of schedule.
<b>Task Support:</b> Consider the amount of task support the student team member gives to other team members.	Gives no task support to other members.	Sometimes gives task support to other members.	Occasionally provides task support to other team members.	Consistently provides task support to other team members.	Consistently gives more task support than expected.
<b>Interaction:</b> Consider how the student team member relates and communicates to other team members.	Behavior is detrimental to team.	Behavior is inconsistent and occasionally distracts team meetings.	Regularly projects appropriate team behavior including: listening to others, and allowing his/her ideas to be criticized.	Consistently demonstrates appropriate team behavior.	Consistently demonstrates exemplary team behavior.
<b>Attendance:</b> Consider the student team member's attendance at the team meetings. (This includes in class meetings.)	Failed to attend the team meetings.	Attended 1%-32% of the team meetings.	Attended 33%-65% of the team meetings.	Attended 66%-99% of the team meetings.	Attended 100% of the team meetings.
<b>Responsibility:</b> Consider the ability of the student team member to carry out a chosen or assigned task, the degree to which the student can be relied upon to complete a task.	Is unwilling to carry out assigned tasks.	Sometimes carries out assigned tasks but never volunteers to do a task.	Carries out assigned tasks but never volunteers to do a task.	Consistently carries out assigned tasks and occasionally volunteers for other tasks.	Consistently carries out assigned tasks and always volunteers for other tasks.
<b>Involvement:</b> Consider the extent to which the student team member participates in the exchange of information (does outside research, brings outside knowledge to team).	Fails to participate in team discussions and fails to share relevant material.	Sometimes participates in team discussions and rarely contributes relevant material for the presentation.	Takes part in team discussions and shares relevant information.	Regularly participates in team discussion and sometimes exceeds expectations.	Consistently exceeds team expectations for participation and consistently contributes relevant material to the presentation.
<b>Leadership:</b> Consider how the team member engages in leadership activities.	Does not display leadership skills.	Displays minimal leadership skills in team.	Occasionally assumes leadership role.	Regularly displays good leadership skills.	Consistently demonstrates exemplary leadership skills.
<b>Overall Performance Rating:</b> Consider the overall performance of the student team member while in the team.	Performance significantly fails to meet team requirements.	Performance fails to meet some team requirements.	Performance meets all team requirements.	Performance meets all team requirements consistently and sometimes exceeds requirements.	Performance consistently exceeds all team requirements.

## Team Member Evaluation

This peer evaluation will be used to determine the grade you and your teammates have earned on the presentation. Please note that all team members may not necessarily earn the same grade.

### **Guidelines for evaluating your peers:**

- ✓ Disregard your general impressions and concentrate on one factor at a time.
- ✓ Study carefully the definition given for each factor and the specifications for each category.
- ✓ Call to mind instances that are typical of the student's work and behavior. Do not be influenced by unusual cases that are not typical.
- ✓ Determine the category that best describes the student's accomplishments in that area and enter the number on the **separate performance rating form**.
- ✓ If a factor has not been observed during the rating period, enter NA for not applicable. In the comments section, explain why this factor has not been observed.
- ✓ Comments should be used to support your ratings where applicable.
- ✓ Make sure to **include yourself** when filling out the evaluation form.

