Honours+ Peer Evaluations & Rubric

# Peer Evaluations

In Honours+, we try to provide students with a learning process aimed towards growth and development. The Supervisor assesses students as individuals on not just the quality of the outcome of the Challenge, but even more so on the process and their individual contribution to the team and the outcome. However, it sometimes may result challenging for the Supervisor to get a clear insight into the individual performance, contribution and development of each individual team member within a team, and thus issues in the team might go unaddressed.   
  
Therefore, we request students to participate in peer evaluations on set moments.  
These peer evaluations may reveal participation issues, but also personal achievements of individual group members, that the Supervisor might not otherwise know about. Completing peer evaluations allows groups to assess how they can improve and develop during their time in their Honours+ team. It can also provide a starting point for constructive discussions and reflections on how the group is functioning in general, and how every individual is contributing to and benefitting from the team process. This system of peer evaluations encourages thus as well teamwork, positive interdependence, and individual accountability.

Below we have formulated a rubric to allow for such a moment of peer evaluations. Filling out a rubric for each member of the group can help Supervisors to assess individual contributions to the group and the individual’s role as a team player.

# Instructions

1. For each category of Part 1, rate each team member and yourself using the 4-point scale given. Please think hard, honest and fair about each of the categories. How did you and each group member perform? It is not necessary that everyone get the highest score on each item. Different people will have different strengths and different contributions.
2. Below the rating, there is a space for comments. Please include examples or explanations that will help the mentor or coach understand your ratings.
3. Please do your evaluations independently – do not share or discuss your scoring, nor come to a decision based on a group opinion. We want an honest opinion from each of you, based on your perceptions and experiences.
4. Answer the open questions of Part 2. Only your answers to the last three open questions are to be shared back with your team members (not the scoring), but fully anonymized. Learning how to formulate constructive feedback is also part of the learning process, so we encourage you to use this opportunity to think of how your feedback may best benefit your team

member and your team’s process in general. The rubric scoring is only for the Supervisor to get further insights into everyone’s individual contribution to the team and process of development.

1. Submit one form for each person, including yourself, with your name and the assessed person’s name on each form to your Supervisor, before the stated deadlines:

* 1st Peer evaluation: **Wednesday March 27th,** or at least before the date of your Midterm Feedback Session with your Supervisor.
* 2nd Peer evaluation, **Friday May 31st,** or at least before the date of your Team Closing Session with your Supervisor.

1. Your Supervisor anonymizes each time the answers to the last three open questions, and sends them back to the corresponding team members, to reflect upon and discuss in a Midterm feedback session, and the team closing session at the end of the programme.

## Part 1: Please fill in this rubric for each team member and yourself using the 4-point scale

Your scoring of each team member will not be shared with the team. It is only to be shared with the project mentor and competence coach.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Skills*** | ***Score: 4***  ***Advanced - exceeds expectations*** | ***Score: 3 Competent - meets expectations*** | ***Score: 2  Progressing – does not fully meet expectations*** | ***Score: 1  Beginning - does not meet expectations*** |
| **Contributions & Attitude** | Always cooperative. Routinely offers useful ideas. Always displays positive attitude. | Usually cooperative. Usually offers useful ideas. Generally displays positive attitude. | Sometimes cooperative. Sometimes offers useful ideas. Rarely displays positive attitude. | Seldom cooperative.  Rarely offers useful ideas. Is disruptive. |
| **Cooperation with Others** | Did more than others. Highly productive. Works extremely well with others. | Did own part of workload. Cooperative. Works well with others. | Could have shared more of the workload. Has difficulty. Requires structure, directions, and leadership. | Did not do any work. Does not contribute. Does not work well with others. |
| **Focus, Commitment** | Tries to keep people working together. Almost always focused on the task. Is very self-directed. | Does not cause problems in the group. Focuses on the task most of the time. Can count on this person. | Sometimes focuses on the task. Not always a good team member. Must be constantly reminded to keep on task. | Often is not a good team member. Does not focus on the task. Lets others do the work. |
| **Team Role Fulfillment** | Participates in all group meetings. Assumes a very constructive role in the team. Does the work that is assigned by the group. | Participates in most group meetings. Does most of the work assigned by the group. | Participates in some group meetings. Does some of the work assigned by the group. | Participates in few or no group meetings. Does little or no work assigned by the group. |
| **Ability to Communicate** | Always listens to, shares with, and supports the efforts of others. Provides effective feedback. Relays a lot of relevant information, builds bridges. | Usually listens to, shares with, and supports the efforts of others. Sometimes talks too much. Provides some effective feedback. Relays some basic information that relates to the topic. | Often listens to, shares with, and supports the efforts of others. Usually does most of the talking. Rarely listens to others. Provides little feedback. Relays very little information that relates to the topic. | Rarely listens to, shares with, or supports the efforts of others. Is always talking and never listens to others. Provides no feedback. Does not relay any information to teammates. |
| **Accuracy** | Work is complete, well organized, error-free, and done on time or early. | Work is generally complete, meets the requirements of the task, and is mostly done on time. | Work tends to be disorderly, incomplete, inaccurate, and is usually late. | Work is generally sloppy and incomplete, contains excessive errors, and is mostly late. |
| **TOTAL POINTS** |  | | | |
| **Notes and Comments:** |  | | | |

### Part 2: Please answer these questions for each team member

Your Supervisor anonymizes these answers, and sends them back to the corresponding team members, to reflect upon and discuss in a Midterm feedback session, and the team closing session at the end of the programme.

1. What action has this team member taken that was helpful for the group?
2. What action could this team member take to make the group more effective?
3. What is something I can learn from my team member?

*Gueldenzoph, L. E., & May, G. L. (2002). Collaborative peer evaluation: Best practices for group member assessments.*Business Communication Quarterly, 65*(1), 9-20.  
Johnston, L., & Miles, L. (2004). Assessing contributions to group assignments.*Assessment and Evaluation in Higher Education, 29*(6), 751-768.  
Oakley, B., Felder, F. M., Brent, R., & Elhajj, I, (2004). Turning student groups into effective teams.*Journal of Student Centered Learning, 2*(1) 9-34.*