

Student Peer Evaluation Criteria

Category For Evaluation	Possible Scores				
	1	2	3	4	5
Quality of Work: Consider the degree to which the student team member provides work that is accurate and complete.	Produces unacceptable work, fails to meet minimum group or project requirements.	Occasionally produces work that meets minimum group or project requirements.	Meets minimum group or project requirements.	Regularly produces work that meets minimum requirements and sometimes exceeds project or group requirements.	Produces work that consistently exceeds established group or project requirements.
Timeliness of Work: Consider the student team member's timeliness of work.	Fails to meet deadlines set by group.	Occasionally misses deadlines set by group.	Regularly meets deadlines set by group.	Consistently meets deadlines set by group and occasionally completes work ahead of schedule.	Consistently completes work ahead of schedule.
Task Support: 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 group members.	Consistently provides task support to other group members.	Consistently gives more task support than expected.
Interaction: Consider how the student team member relates and communicates to other team members.	Behavior is detrimental to group.	Behavior is inconsistent and occasionally distracts group 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.
Attendance: Consider the team member's attendance and punctuality at the group meetings.	Failed to attend the group meetings / was consistently late.	Attended few of the group meeting / was often late.	Attended some of the group meeting / was occasionally late.	Attended most of the group meetings / was seldom late.	Attended all of the group meetings / was never late.
Responsibility: 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.
Involvement: Consider the extent to which the student team member participates in the exchange of information (does outside research, brings outside knowledge to group).	Fails to participate in group discussions and fails to share relevant material.	Sometimes participates in group discussions and rarely contributes relevant material for the project.	Takes part in group discussions and shares relevant information.	Regularly participates in group discussion and sometimes exceeds expectations.	Consistently exceeds group expectations for participation and consistently contributes relevant material to project.
Leadership: 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.
Overall Performance Rating: Consider the overall performance of the student team member while in the group.	Performance significantly fails to meet group requirements.	Performance fails to meet some group requirements.	Performance meets all group requirements.	Performance meets all group requirements consistently and sometimes exceeds requirements.	Performance consistently exceeds all group requirements.

Student Peer Evaluation Guidelines

Guidelines:

- ✓ 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 on the third page. Only submit the third page.
- ✓ 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 on the third page.

Student Peer Evaluation Form

Your name: _____ Team Name: _____ Date: _____

Instructions:

- Print and fill out the evaluation form listed below for all of your group members. Make sure to include yourself.
- For each of the 9 categories listed on the first page of this document, enter the appropriate score (1 to 5 or NA). Repeat this for each group member.
- As needed, enter comments about group members below the form. Use the back of this sheet or additional sheets as necessary. (If you use the back, please indicate this on the bottom of the front page.)
- Submit only this page to the instructor at the final exam meeting.
- Note: This form is confidential. Do not share it with other students, nor ask others to share theirs with you.

General Comments: