**Peer evaluation form (final; graded)**

Team #: Group 1

Colleague you are evaluating: Abbie Wade

Your name (evaluator): Lincoln Fu

**Part 1: Quantitative assessment (check one box for each item)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Cooperative learning skills** | Never | Sometimes | Often | Always |
| Arrives on time and remains with team during activities |  |  |  | yes |
| Demonstrates a good balance of active listening and participation |  |  |  | yes |
| Asks useful or probing questions |  |  |  | yes |
| Shares information and personal understanding |  |  |  | yes |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Self-directed learning** | Never | Sometimes | Often | Always |
| Is well-prepared for team activities |  |  |  | yes |
| Shows appropriate depth of knowledge |  |  |  | yes |
| Identifies limits of personal knowledge |  |  |  | yes |
| Is clear when explaining things to others |  |  |  | yes |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Interpersonal skills** | Never | Sometimes | Often | Always |
| Gives useful feedback to others |  |  |  | yes |
| Accepts useful feedback from others |  |  |  | yes |
| Is able to listen and understand what others are saying |  |  |  | yes |
| Shows respect for the opinions and feelings of others |  |  |  | yes |

**Part 2: Qualitative assessment (1–3 sentences each)**

1) What is the single most valuable contribution this person makes to your team?

She was working on the Geocoding part of the project. Although we didn’t achieve the filtering goal, we were close to it.

2) What is the single most important way this person could alter their behavior to more effectively help your team?

She was great. We are a good team.

**Peer evaluation form (final; graded)**

Team #: Group 1

Colleague you are evaluating: Hanna Cunningham

Your name (evaluator): Lincoln Fu

**Part 1: Quantitative assessment (check one box for each item)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Cooperative learning skills** | Never | Sometimes | Often | Always |
| Arrives on time and remains with team during activities |  |  |  | yes |
| Demonstrates a good balance of active listening and participation |  |  |  | yes |
| Asks useful or probing questions |  |  |  | yes |
| Shares information and personal understanding |  |  |  | yes |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Self-directed learning** | Never | Sometimes | Often | Always |
| Is well-prepared for team activities |  |  |  | yes |
| Shows appropriate depth of knowledge |  |  |  | yes |
| Identifies limits of personal knowledge |  |  |  | yes |
| Is clear when explaining things to others |  |  |  | yes |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Interpersonal skills** | Never | Sometimes | Often | Always |
| Gives useful feedback to others |  |  |  | yes |
| Accepts useful feedback from others |  |  |  | yes |
| Is able to listen and understand what others are saying |  |  |  | yes |
| Shows respect for the opinions and feelings of others |  |  |  | yes |

**Part 2: Qualitative assessment (1–3 sentences each)**

1) What is the single most valuable contribution this person makes to your team?

She was leading the project on raising ideas and communications. She has done lots of work.

2) What is the single most important way this person could alter their behavior to more effectively help your team?

She was great. I think she has done a great job.