# Peer assessment.

Each member of your group should evaluate all members including him/herself, provide a peer assessment individually. Please make use of the following guidelines and the template appended.

SCORING RUBRIC FOR PEER REVIEW

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| Criteria | **Insufficient (4-5)** | **Sufficient (6-7)** | **Good (8-9)** |
| **1.**  **Quality of work delivered** | The assignments/tasks were sometimes performed poorly, so that the results are less useful. The student did not always complete tasks on time. | The assignments/tasks are performed correctly and the results are usable. Sometimes the student is too late handing in tasks/assignments. | The assignments/tasks were performed correctly and can be considered as completed. The results can be used in the next project. The assignments/tasks were all delivered on time. |
| **2.**  **Ability to consult in a focused and structured way** | Regularly comes to meetings unprepared. Does not participate very actively in meetings/discussions. | Sometimes comes to meetings unprepared. Could sometimes participate more actively during meetings/discussions. | Comes to meetings prepared. Always participates actively in meetings/discussions. |
| **3.**  **Giving and receiving feedback** | Provides little constructive feedback to fellow students. Rules concerning the giving and receiving of feedback are sometimes ignored. Does not always pay attention to the feedback given by fellow students. | Gives constructive feedback to fellow students, but could do this more often. Rules for giving and receiving feedback are usually followed. Is often receptive to feedback from fellow students, but not always. Usually makes use of the feedback provided. | Gives constructive feedback to fellow students. Rules for giving and receiving feedback are followed. Is receptive to the feedback of fellow students.  Makes use of the feedback provided. |
| **4.**  **Execution of team role** | Takes little initiative. Does not always make relevant contributions to the group process during meetings. Asks too few critical questions to group members and/or does not listen carefully enough. Cannot always sufficiently communicate the essence of an idea. Does not always answer questions. Is not always prepared for tasks outside of meetings and does not always contribute. Is not sufficiently helpful to other group members | Could take more initiative during meetings. Is either quiet or too dominating, but the relevance for the group process is not always clear. Could ask more critical questions and/or listen to group members more carefully. Is usually able to communicate the essence of an idea. Outside meetings his/her contribution is usually clear. Properly prepares tasks/assignments. Is helpful to other group members. | Takes initiative and is active during meetings, stimulating the group process. Asks critical questions and listens to group members. Can clearly communicate the essence of an idea. Is well prepared and active outside of meetings, such as in preparing and carrying out tasks/assignments. Is very helpful to other group members. |
| **5.**  **Communication with fellow students** | Does not always listen actively and does not sufficiently express a personal opinion. Does not consistently inform fellow students about progress being made. | Usually listens actively but does not always take the opinion of fellow students into account.  Informs fellow students about progress being made. | Listens actively and takes the opinion of others into account. Informs fellow students about progress being made, explains his/her own opinion, and has ideas. |
| **6.**  **Honoring agreements** | The agreed tasks are regularly completed too late and are often incomplete. The student is often absent during meetings. Student has clear difficulty honoring agreements. | The agreed tasks are usually completed on time and they mostly meet the requirements. The student is usually present at meetings. The student sometimes has difficulty honoring agreements. | The agreed tasks are always completed on time and meet requirements. The student is always present during meetings. The student honors agreements. |

**TEMPLATE:**

|  |  |  |  |  |  |  |  |  |  |
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|  | Member1 | | | Member2 | | | Member3 | | |
| criteria | I | S | G | I | S | G | I | S | G |
| 1. Quality of work delivered |  |  |  |  |  |  |  |  |  |
| 2. Ability to consult in a focused and structured way |  |  |  |  |  |  |  |  |  |
| 3. Giving and receiving feedback |  |  |  |  |  |  |  |  |  |
| 4. Execution of teamrole |  |  |  |  |  |  |  |  |  |
| 5. Communication with fellow students |  |  |  |  |  |  |  |  |  |
| 6. Honoring agreements |  |  |  |  |  |  |  |  |  |

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|  | Peter | | | Frans | | | Rose | | |
| criteria | I | S | G | I | S | G | I | S | G |
| 1. Quality of work delivered | x |  |  |  | x |  |  |  |  |
| 2. Ability to consult in a focused and structured way |  | x |  |  |  | x | x |  |  |
| 3. Giving and receiving feedback |  | x |  |  |  | x |  | x |  |
| 4. Execution of teamrole |  |  | x |  | x |  | x |  |  |
| 5. Communication with fellow students | x |  |  |  |  |  | x |  |  |
| 6. Honoring agreements |  | x |  |  | x | x |  |  | x |

**EXAMPLE:** Peter’s peer assessment.