**Teamwork Evaluation**

Project: *E50 Projects*  **Team: The Avengers (Team 10 (Team 2))**

Date: \_\_September 14th\_\_\_\_ Evaluator Name: **\_**Philip Dumaresq**\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |  | |  |  |  |  | **Team Members** | | | | | |
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| **Category** | **Exceptional (4)** | | | | **Acceptable (3)** | | | **Amateur (2)** | **Unsatisfactory (1)** | **Brae** | **Cody** | **Andrew** | **Max** | **Louis** | **Me** |
| **Preparation** | Student arrived on time and was prepared for the meeting with required meeting materials. The student had reviewed the material before the meeting | | | | Student was less than 5 minutes late and was prepared for the meeting with required meeting materials. The student had read some of the material before the meeting | | | Student was more than 5 minutes late and was prepared for the meeting with the required meeting materials. The student had not read any of the material before the meeting. | Student was not prepared for the meeting with the required meeting materials. The student had not read any of the material before the meeting. | **4** | **4** | **4** | **3** | **4** | **4** |
| **Level Of Engagement** | Student proactively contributes to the meeting by offering ideas and asking more than one question.  Stays on topic. | | | | Student proactively contributes to the meeting by offering ideas and asking questions. Stays on topic and rarely strays. | | | Student rarely contributes to the meeting by offering ideas and asking questions.  May wander off topic occasionally. | Student never contributes to the meeting by offering ideas and asking questions.  Off topic and disruptive. | **4** | **4** | **3** | **4** | **3** | **4** |
| **Listening Skills** | Student listens when others talk, in the meeting. Student incorporates or builds off of the ideas of others. | | | | Student listens when others talk in the meeting. | | | Student frequently does not listen when others talk during the meeting. | Student does not listen when others talk in the meeting. Student often interrupts when others speak. | **4** | **4** | **4** | **3** | **4** | **3** |
| **Professional/Behavior** | Student did not display any disruptive behavior during the meeting. | | | | Student rarely displayed disruptive behavior during the meeting. | | | Student occasionally displayed disruptive behavior during the meeting. Occasional use of profanity. | Student constantly displayed disruptive behavior during the meeting.  Occasional use of profanity. | **4** | **4** | **4** | **3** | **4** | **4** |

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| **Name** | **Comments** |
| **Brae** | **Brae was in charge of getting the Use Case diagram down on Lucid Chart and managed to do this while being engaged in the actual decisions behind the diagram. Was very Engages and attentive the whole time.** |
| **Cody** | **Stuck on certain points a little too long, but when others got stuck on things he was good at moderating. Very involved in the conversation. Went above and helped manage the team and to keep things going in the right direction** |
| **Andrew** | **A little un-attentive seeming at times, but overall was engaged and participating. Didn’t go above at all to help manage the communication or keep us on track.** |
| **Max** | **Got us derailed a couple times and was very stuck on points every now and then. From time to time got a little too loud and distracting and made a couple unnecessary comments about stuff.** |
| **Louis** | **Was very quiet and I had to ask his opinion from time to time to actually get him to say anything. Most of when he said something on his own was to voice agreement instead of a new idea, so I think we need to try and help him feel more comfortable expressing his ideas on his own.** |
| **Philip** | **I feel like I helped manage the team and keep us on track a lot of the time. There was a couple of times that I participated in the derailment of conversation, but I often helped set time frames and moved on. I participated a lot in the conversation while managing to take the meeting minutes and draw up the use case diagram on the white board.** |