

**INTRODUCTION**

You have available a growing number of Question Sets to select from. The Question Sets are in three categories: **Peer** (asked for each team member), **Team** (asked once for the team), and **Other** (asked once for the assessment, with responses going only to the instructor). You can include as many Question Sets as you wish; the minimum is one, in only one of the categories.

In addition to selecting which Question Sets you wish to include, you can edit the wording of any of the questions. If you want a Question Set that is not yet in the system, you can either: (a) edit questions of a question set that has an appropriate response scale and number of questions, OR (b) submit a request to create a new question set for you.

**QUESTIONS** (\* See citations in appendix)

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## Peer Question Sets

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Each student will be prompted to respond to these question sets once about themselves, and once for each peer team member.

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**“TEAM MEMBER PARTICIPATION”** (\* P1)

A positive and successful team experience builds from team members who actively participate and take initiative in the team's work. Several of these participation behaviors are listed below. Please consider the extent to which this team member Never, Sometimes, or Always does the following...

**Scale: 1-5 Never...Sometimes...Always**

- Attends team meetings?
- Communicates and responds promptly with teammates?
- Voluntarily takes on his/her share of work assignments?
- Makes a serious effort to fulfill his/her responsibilities on assignments?
- Meets agreed deadlines to complete his/her assigned work?
- Expresses ideas and opinions clearly?
- Listens and respectfully considers teammates' ideas and opinions?
- Helps other team members when they need it?
- Steps up to help the team plan, coordinate and track its work to meet team goals?

**“TEAM MEMBER PERFORMANCE”** (\* P2)

Rate the performance of yourself and each of your team members using the five-point scale below, from 'Never' to 'Always'. Please be conservative using the endpoints '1=Never' and '5=Always'. These should only be used if the person in fact Never or Always displays the description as written.

**Scale: 1-5 Never...Sometimes...Always**

- Quality of Work -- Provides high quality work that does not need to be checked or revised by others to ensure its quality.
- Research and Information Sharing -- Completes research and information gathering, then shares information with the group.
- Participation -- Is consistently focused on the task and what needs to be done for the group.
- Self-Directed -- Is motivated to contribute, to volunteer for tasks, and to complete their work in a quality and timely manner.
- Listening and Discussing -- Respectfully listens, interacts, cooperates and helps the group come up with positive ideas.
- Dependability -- Turns in all work on time and does not depend on others to do or complete work.

**“TEAM MEMBER TRAITS (C. SPEAR)” (\* P3)**

Rate the performance of yourself and each of your team members using the five-point scale below, from 'Never' to 'Always'. Please be conservative using the endpoints '1=Never' and '5=Always'. These should only be used if the person in fact Never or Always displays the description as written.

**Scale: 1-5 Never...Sometimes...Always**

- **Communication:** Willing to talk to promptly respond to classmates and discuss all aspects of the group work including challenges and successes.
- **Reliable:** Shows up to scheduled meetings and completes work on time in relation to due dates.
- **Respect:** Listens to others ideas and is open to them, taking turns talking and not cutting each other off. Treats people the way you want to be treated.
- **Positive Attitude:** Encourages other team members. Doesn't get down on the group when challenges present themselves. Maturely handles personal conflict.
- **Honesty:** Can admit when they need help or do not understand something. Communicates with the team if their portion of the work is not complete. Able to express their real feelings respectfully and maturely during conflict.
- **Team player/takes initiative:** Works well with team members. Individual is a team player who is flexible and ready for tasks that are given. Supports the team and takes initiative to help others when needed.
- **Organization/time management:** Ability to work and manage time effectively to get task completed on time.
- **Commitment:** Dedicated to the group/team and finishes assignments given. Does not turn in uncompleted task.
- **Resourceful:** Able to find quick and efficient ways to overcome obstacles.

**“TEAM MEMBER TRAITS (C. XIONG)” (\* P3)**

Rate the performance of yourself and each of your team members using the five-point scale below, from 'Never' to 'Always'. Please be conservative using the endpoints '1=Never' and '5=Always'. These should only be used if the person in fact Never or Always displays the description as written.

**Scale: 1-5 Never...Sometimes...Always**

- **Communication:** Communicates regularly and timely, Shares ideas, Participates in discussions, Updates team on work in process.
- **Reliable:** Completes tasks on time, Follows through on task assignments, Works toward goal completion with care and diligence.
- **Respect:** Respectfully listens to others and is open to different ideas, Takes turns talking, Treats people the way you want to be treated.
- **Quality Work:** Performs consistent high quality work to the best of their ability, Does not turn in uncompleted work, Reviews and edits their work before submitting.
- **Takes initiative/Team Player:** Volunteers to take on tasks, Actively participates, Takes on their share of the work assignment, Helps others when needed, Motivated.
- **Attends team meetings:** Consistently attends meetings, Shows up on time, Is prepared for the meeting.
- **Professional:** Actively engages with team members, Finds efficient ways to overcome obstacles, Manages time effectively, Encourages others, Demonstrates commitment to team.
- **Review/Feedback:** Takes on reviewing and peer editing tasks for the team, Provides constructive feedback to the team and members to help improve

**“TEAM MEMBER OVERALL PARTICIPATION” (\* P4)**

Using the following 9 point scale, please assign an overall rating of this team member's participation.

**Scale: 1-9 1= No show...**No participation at all. **5= Marginal...**Sometimes failed to show up or complete assignments, rarely prepared. **9= Excellent...**Consistently carried more than his/her fair share of the workload.

- Please rate this team member's overall participation, effort and contribution, not his/her academic ability.

**“ASSIGN POINTS: PARTICIPATION AND CONTRIBUTION” (\* P5)**

*Instructor Note: You can set the maximum number of points to any level. The minimum is ‘1’.*

For each person on the team, including yourself, assess a numerical score on each of the two areas below. Please enter only the numeric score.

**Scale: Numeric**

- Participation: (Allocate from 1 to 100 points) This team member was always there helping to move the team forward in terms of playing an active role, helping others, followed through on action items, etc.
- Contribution: (Allocate from 1 to 100 points) This team member added value to the team deliverables in terms of providing leadership and/or contributing significantly to the creation and quality of team work products.

**“TEAM MEMBER FEEDBACK” (\* P6)**

Please give specific, constructive feedback to each person on your team, including yourself, regarding how they contribute to and participate with the team. For each individual, discuss both their strengths and their weaknesses, or areas where they could improve.

**Open Ended**

- Please comment on specific areas he/she can improve and areas they are doing very well. Please make your comments constructive, helpful, and specific.

**“LEARNING GROUP MEMBER FEEDBACK” (\* P7)**

Please thoughtfully rate your perception of each member of your learning group, including yourself, on each the following items.

**Open Ended**

- Used the experience cube- “I” O/T/F/W
- Created a positive work environment
- Cared about other’ subjective truth
- Appeared committed to learning by taking risks and trying new things
- Attempted to maximize each session

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## Team Question Sets

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These questions are asked once and focused on the entire team.

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**“TEAM DIAGNOSTIC” (\* T1)**

Highly successful teams tend to apply practices that include open communications, shared efforts, consciously improving team processes, in addition to paying attention to tasks, requirements and deadlines. However, developing these practices often takes effort and time. Please consider the extent to which your team does the following:

**Scale: 1-5 Never...Sometimes...Always**

- My team members help one another as needed.
- My team members really listen to each other when exchanging ideas.
- My team effectively resolves disagreements.
- My team stays focused.
- My team plans and tracks the work that needs to be done.
- All team members tend to share in the team’s work.
- My team actively discusses how it works to try to improve its processes.
- My team does not wait until the deadline to complete its work.

**"PROGRESS TOWARD EFFECTIVE TEAM FUNCTIONING" (\* T2)**

Below is a list of problem habits many groups face. Consider the extent to which your team exhibits these behaviors. The higher the score, the more challenges your team is facing, and the more need there is for the team to take a focused look at its processes.

**Scale: 1-5 Never...Sometimes...Always**

- Team meetings generally begin 5-15 minutes late
- Members often arrive late, leave early, or never even show up for the meetings.
- No agenda exists—members simply have a vague notion of what they want to accomplish.
- One or two members monopolize discussion throughout the meeting.
- Members have not read the assignment, performed the necessary background research, or done what they were expected to do. Consequently, individuals are poorly prepared for the meeting
- With words or by appearance, some members clearly convey that they would rather be elsewhere.
- Members constantly interrupt each other or talk in pairs without listening to the individual who has the floor.
- Issues never get resolved, only put on the back burner until next time.
- No follow-up action plan is developed. Members are confused with regard to what the next step is and who is responsible for performing it.
- The same individual or individuals end up doing the majority of the work. The meetings run on and on and on with little to show for the time spent on the
- Assignments are not completed on time or are completed poorly.

**"TEAM STRENGTHS, WEAKNESSES, ACTIONS" (\* T3)**

You can improve your team processes by being conscious of how you work as a team, and taking time together to determine how to improve. Please consider your team strengths and weaknesses below, then suggest some specific actions it might take to improve.

**Open Ended**

- Considering how your team works together, what things does your team do particularly well?
- All teams experience some difficulties. What particular challenges has your team recently faced?
- Considering how your team works together, what things does your team need to improve?

**"TEAM SATISFACTION" (\* T1)**

Please mark how satisfied you are with your team experience in this class.

**Scale: 1-5 Very Unsatisfied...Somewhat Satisfied...Very Satisfied**

- Overall, how satisfied are you with your team experience in this class.

**"TEAM SATISFACTION: CURRENT VS PRIOR TEAM" (\* T1)**

Please mark how satisfied you have been with both teams you experienced in this class.

**Scale: 1-5 Very Unsatisfied...Somewhat Satisfied...Very Satisfied**

- Considering your CURRENT team in this class, how satisfied are you overall with your current team experience.
- Considering your PRIOR team in this class, how satisfied were you overall with your prior team experience.

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## Other Question Sets

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These questions are asked once regarding any topic. For example, you may ask about feedback on the class, instructor, or project, or frank feedback about their group. Other question results are viewed only by the instructor.

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**"STUDENT USER SURVEY OF PEERASSESSMENT.COM" (\* 01)**

Please answer the following questions regarding this peer assessment system, the questions, and the process of using peer assessment with your project. Your responses will be used to improve this tool and help apply it appropriately.

**Scale: 1-5 Never...Sometimes...Always**

- The peer assessment was easy to use.
- The peer assessment process helped me learn more about teamwork.
- The peer assessment questions identified aspects of teamwork I hadn't thought about before.
- The peer assessment questions were appropriate for assessing contributions to team assignments.
- The peer assessment encouraged greater effort by team members.
- I gave an honest assessment of myself and team members.
- This peer assessment was a fair way of assessment team contributions.

**"STUDENT USER SURVEY--2ND (OR LATER) ASSESSMENT" (\* 01)**

Please answer the following questions regarding the results you received from prior peer assessment(s) in this class. Your responses will be used to improve this tool and help apply it appropriately.

**Scale: 1-5 Never...Sometimes...Always**

- Did you read results from prior peer assessment(s) in this class?
- Did you discuss results from the assessment(s) with your other team members?
- Were your self ratings and comments consistent with those from your peer team members?
- Were your contributions to the team fairly and accurately assessed by your peers?
- Was the feedback useful for you to identify changes to how you could work with your team more effectively?

**"STUDENT USER SURVEY—OPEN ENDED" (\* 01)**

Please give your feedback regarding this peer assessment and its effectiveness. You may also wish to make suggestions, or share concerns or questions.

**Open Ended**

- Please comment on the peer assessment process, or results.

**"OTHER COMMENTS" (\* 02)**

The results for this question will only be shared with your instructor.

**Open Ended**

- Do you have other comments regarding the team or project?

**"PROJECT COMMENTS" (\* 02)**

The results for this question will only be shared with your instructor.

**Open Ended**

- Please comment on the Project as a learning experience. Please note aspects that promoted learning and/or aspects that were not constructive.

**"TEAM MEMBER PREFERENCES" (\* 02)**

These questions will only be shared with the instructor--they will not be seen by others on your team.

**Open Ended**

- With which team member(s) would you like to work again in a team? Why?
- With whom on this team (if any) would you prefer not to have on your team again? Why?

**"ADDITIONAL ISSUES" (\* 02)**

Please discuss any further issues. Your responses will only be seen by the instructor; they will not be shared with your team members.

**Open Ended**

- Please include any additional comments about your team on this assignment? Are there any issues you wish to report?

## CITATIONS

### Peer Questions

- P1** Adapted from a form reprinted in B. J. Millis and P. G. Cottell, Jr., Cooperative Learning in Higher Education Faculty, Oryx, Phoenix, 1998.
- P2** Source unknown.
- P3** Questions contributed by Dr. Caile Spear, Boise State University. Source unknown.
- P4** Adapted from Barbara Oakley, Richard M. Felder, Rebecca Brent, and Imad Elhajj, Turning Student Groups into Effective Teams, 2004, Journal of Student Centered Learning, Vol 2, No. 1, pp. 9-34, New Forums Press, OK. Oakley et al. adapted from R. M. Felder & R. Brent, Effective Teaching, North Carolina State University, 2000. The full set of possible ratings include:
- Excellent: Consistently carried more than his/her fair share of the workload.
  - Very good: Consistently did what he/she was supposed to do, very well prepared and cooperative.
  - Satisfactory: Usually did what he/she was supposed to do, acceptably prepared and cooperative.
  - Ordinary: Often did what he/she was supposed to do, minimally prepared and cooperative.
  - Marginal: Sometimes failed to show up or complete assignments, rarely prepared.
  - Deficient: Often failed to show up or complete assignments, rarely prepared.
  - Unsatisfactory: Consistently failed to show up or complete assignments, unprepared.
  - Superficial: Practically no participation.
  - No show: No participation at all.
- P5** Questions contributed by Dr. Regis Terpend, Boise State University. Source unknown.
- P6** Questions contributed by Dr. Rob Anson, Boise State University. Source unknown.
- P6** Questions contributed by Dr. Heidi Reeder, Boise State University. Source unknown.

### Team Questions

- T1** Source unknown.
- T2** Adapted from Barbara Oakley, Richard M. Felder, Rebecca Brent, and Imad Elhajj, Turning Student Groups into Effective Teams, 2004, Journal of Student Centered Learning, Vol 2, No. 1, pp. 9-34, New Forums Press, OK. Oakley et al adapted from Jack McGourty and Kenneth P. De Meuse, The Team Developer: An Assessment and Skill Building Program, 2001, John Wiley & Sons, New York.
- T3** Questions contributed by Dr. Rob Anson, Boise State University. Source unknown.

### Other Questions

- O1** Adapted from Mark Freeman and Jo McKenzie, SPARK, A confidential web-based template for self and peer assessment of student teamwork: benefits of evaluating across different subjects, 2002, British Journal of Educational Technology, Vol 33, No 5, pp 551-569, Blackwell Publishers Ltd, Massachusetts.
- O2** Questions contributed by Dr. Rob Anson, Boise State University. Source unknown.

**Personal Note:** If there is one guide you should have for designing student project team experiences in the classroom, my recommendation is: Barbara Oakley, Richard M. Felder, Rebecca Brent, and Imad Elhajj, Turning Student Groups into Effective Teams, 2004, Journal of Student Centered Learning, Vol 2, No. 1, pp. 9-34, New Forums Press, OK.

*"This paper is a guide to the effective design and management of team assignments in a college classroom where little class time is available for instruction on teaming skills. Topics discussed include forming teams, helping them become effective, and using peer ratings to adjust team grades for individual performance. A*

*Frequently Asked Questions section offers suggestions for dealing with several problems that commonly arise with student teams, and forms and handouts are provided to assist in team formation and management.”*