

PeerAssessment.Com Sample Reports

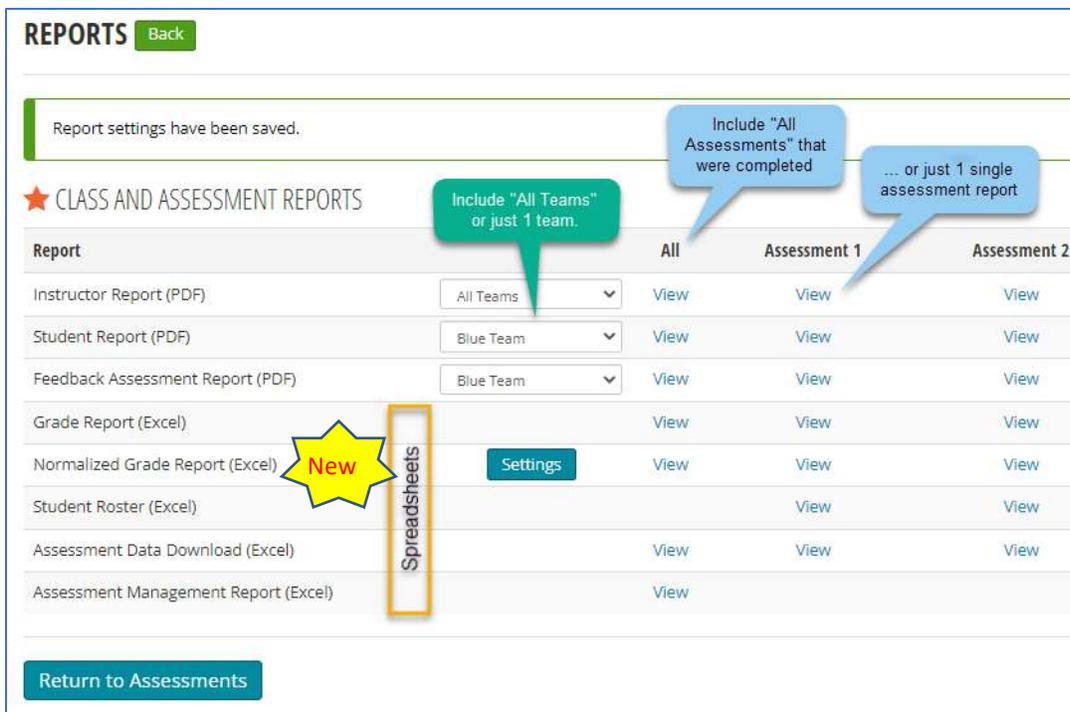
This will give you a brief view of the 7 main reports following a sample student “Wendy Turner”, in the “Blue Team”, in ENGR 210. The instructor selected 3 Peer Assessment question sets (2 Likert scale question sets and 1 open ended) plus 4 Team Assessment questions (1 Likert Scale and 3 open ended).

The reports include:

- **Student Report** captures all Peer and Team assessment questions
- **Instructor Report** captures all Peer, Team, and Other assessment questions
- **Feedback Assessment Report** captures all Peer and Team open-ended question responses
- **Grade Report** spreadsheet captures the two quantitative Peer Assessment questions
- **Normalized Grade Report** spreadsheet calculates normalized grading factor and final grades
- **“Other” Questions Report** captures responses to the “Other Questions”
- **Assessment Data Download Report** spreadsheet supplies summarized data prepared for further data analysis by the instructor

Viewing Reports

You can reach the Reports page for a given class either from the Reports link on the Dashboard, or from the Class Menu > REPORTS. You can access all assessment reports for this class from this page.



REPORTS [Back](#)

Report settings have been saved.

★ CLASS AND ASSESSMENT REPORTS

| Report | | All | Assessment 1 | Assessment 2 |
|--|--------------------------|----------------------|----------------------|----------------------|
| Instructor Report (PDF) | All Teams | View | View | View |
| Student Report (PDF) | Blue Team | View | View | View |
| Feedback Assessment Report (PDF) | Blue Team | View | View | View |
| Grade Report (Excel) | | View | View | View |
| Normalized Grade Report (Excel) New | Settings | View | View | View |
| Student Roster (Excel) | | | View | View |
| Assessment Data Download (Excel) | | View | View | View |
| Assessment Management Report (Excel) | | View | | |

[Return to Assessments](#)

Click “**View**” to retrieve a report for a given assessment...

- The PDF reports will include all of the teams unless you select only a single team.
- For a given report, choose to “**View**” a single assessment, or “**View** All assessments. “All” will include reports for every completed assessments. They are sorted by student, so you can see assessments 1 then 2 for Ivan Asimov, then assessments 1 and 2 for Sue Baker, etc.
- The Grade Report works the same way. Choosing “All Assessments” places grade information for each assessment on a separate tab within one spreadsheet file.

STUDENT REPORT – Part A. Peer Assessment Results

PA can email this report to each student with their own personalized feedback. It displays their responses as 'Self', while teammates' responses are anonymized as 'Peer'. All Peer Assessment and Team Assessment questions are included. (The 3rd category, "Other" questions, are not shared with students.) The instructor can download all student reports in a single PDF for records.

NOTE: If you selected ALL Assessments for this report, then pay attention to the Assessment #. They are in order, for each student, as the first, second, third, etc. assessment.

Wendy Turner (Blue Team)

ENGINEERING 210 - 002 (Rob Pazz Pazz-Anson) Fall 2021
Assessment #1

Peer Assessment

Participation Activities 1 - Never; 3 - Sometimes; 5 - Always

| Peer Average | Self | Question |
|--------------|-------------|--|
| 4.33 | 4 | Attends team meetings? |
| 4.00 | 4 | Communicates and responds promptly with teammates? |
| 4.00 | 4 | Voluntarily takes on his/her share of work assignments? |
| 3.67 | 3 | Makes a serious effort to fulfill his/her responsibilities on assignments? |
| 3.33 | 4 | Meets agreed deadlines to complete his/her assigned work? |
| 4.33 | 2 | Expresses ideas and opinions clearly? |
| 4.33 | 4 | Listens and respectfully considers teammates' ideas and opinions? |
| 4.00 | 4 | Helps other team members when they need it? |
| 3.67 | 4 | Steps up to help the team plan coordinate and track its work to meet team goals? |
| 3.96 | 3.67 | |

Peer Question Set: 1 Questions: 9 Likert Scale: 1-5

Team Member Overall Participation 1 - No Participation; 5 - Some Participation; 9 - Above and Beyond

| Peer Average | Self | Question |
|--------------|-------------|--|
| 6.67 | 7 | Please rate this team member's overall participation, effort and contribution, not his/her academic ability. |
| 6.67 | 7.00 | |

Peer Question Set: 2 Questions: 1 Likert Scale: 1-9

Team Member Feedback

Peer Question Set: 3 Questions: 1 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. Please make it a long comment.

Self: I already have a lot going on in my life being a single mom and going to school. I try to give what I can while trying to have a work and life balance.

Peer: She did submit a first draft that needed some revision. But it was a good place to start rather than with nothing.

Peer: Wendy was a pretty decent team member. She did just what she needed to do in order to accomplish the assignment.

Peer: Wendy was an average team member. She did come to a quite a few team meetings. Seemed to end up with some pretty easy tasks to complete. xxxxxx

STUDENT REPORT – Part B. Team Assessment Results

Team-level assessments are very useful to generate discussions within student teams. This embodies a key aspect of how high performing teams operate—they regularly examine what they are doing well and poorly, and create action plans to improve.

Team Assessment

Team Diagnostic 1 - Never; 3 - Sometimes; 5 - Always

Team Question Set: 1 Questions: 8 Likert Scale: 1-5

| Team Average | Self | Question |
|--------------|------|---|
| 4.50 | 4 | My team members help one another as needed. |
| 4.50 | 4 | My team members really listen to each other when exchanging ideas. |
| 4.50 | 5 | My team effectively resolves disagreements. |
| 4.00 | 4 | My team stays focused. |
| 5.00 | 5 | My team plans and tracks the work that needs to be done. |
| 3.75 | 4 | All team members tend to share in the team's work. |
| 3.50 | 5 | My team intentionally discusses how it works in order to improve its processes. |
| 4.25 | 5 | My team does not wait until the deadline to complete its work. |
| 4.25 | 4.50 | |

Team Strengths, Weaknesses, Actions

Team Question Set: 2 Questions: 3 Open Ended

Considering how your team works together, what things does your team do particularly well? (Please include examples.)

Self: We had a great planning session right at the beginning. That planning session allowed us to identify what work needed to be done and to divide it among the team members.

Peer: We were very organized and planned everything out.

Peer: We had some great brainstorming sessions to get our group project off the ground. After that we distributed different parts of the assignment to each other.

Peer: We were able to pull off a really well polished product at the end that we can all be proud of.

All teams experience some difficulties. What particular challenges has your team recently faced? (Please include examples.)

Self: A few of us have busy working lives. It is hard to keep up with school work, a full time job, and raising a family.

Peer: I would say we had very few difficulties. I tried to do a big portion of the project just to ensure we had something really good to turn in at the end.

Peer: Some members of our team did not complete their part of the assignment on time. We had to wait until the last minute to put it together and turn it in.

Peer: One team member had some personal issues and wasn't able to contribute much.

Considering how your team works together, what things does your team need to improve? (Please be specific.)

Self: n/a

Peer: I suppose I could let go a little bit and not try to control so much of the project. I should allow others to take on more.

Peer: Completing individual tasks on time. Not waiting until the last minute.

Peer: Making sure everyone contributes their portion of the assignment.

INSTRUCTOR REPORT – Part A. Team Assessment Results

The Instructor Report is identical to the Student Report except that all response authors are identified. This allows the instructor to spot patterns of potential concern.

For example, if one student rates one teammate much lower than their peers there may be relationship issues. Or if one student provides only abbreviated, low quality text feedback to others, they may need a reminder to improve the constructiveness of their feedback. Furthermore, if inappropriate remarks are included, the instructor can alter the text to protect the student receiving the information.

Blue Team - Team Assessment

ENGINEERING 210 - 002 (Rob Pazz Pazz-Anson) Fall 2021
Assessment #1

(T-01.a) Team Diagnostic 1 - Never; 3 - Sometimes; 5 - Always

Team Question Set: 1 Questions: 8 Likert Scale: 1-5

| Team Average | W. Turner | D. Daniels | P. Baxter | A. Parker | Question |
|--------------|-------------|-------------|-------------|-------------|---|
| 4.50 | 4 | 4 | 5 | 5 | My team members help one another as needed. |
| 4.50 | 4 | 4 | 5 | 5 | My team members really listen to each other when exchanging ideas. |
| 4.50 | 5 | 3 | 5 | 5 | My team effectively resolves disagreements. |
| 4.00 | 4 | 4 | 4 | 4 | My team stays focused. |
| 5.00 | 5 | 5 | 5 | 5 | My team plans and tracks the work that needs to be done. |
| 3.75 | 4 | 4 | 3 | 4 | All team members tend to share in the team's work. |
| 3.50 | 5 | 3 | 4 | 2 | My team intentionally discusses how it works in order to improve its processes. |
| 4.25 | 5 | 5 | 4 | 3 | My team does not wait until the deadline to complete its work. |
| 4.25 | 4.50 | 4.00 | 4.38 | 4.13 | |

(T-03.a) Team Strengths, Weaknesses, Actions

Team Question Set: 2 Questions: 3 Open Ended

Considering how your team works together, what things does your team do particularly well?
(Please include examples.)

Wendy Turner: We had a great planning session right at the beginning. That planning session allowed us to identify what work needed to be done and to divide it among the team members.

Duncan Daniels: We were very organized and planned everything out.

Paul Baxter: We had some great brainstorming sessions to get our group project off the ground. After that we distributed different parts of the assignment to each other.

Amy Parker: We were able to pull off a really well polished product at the end that we can all be proud of

INSTRUCTOR REPORT – Part B. Peer Assessment Results

Blue Team - Wendy Turner - Peer Assessment

ENGINEERING 210 - 002 (Rob Pazz Pazz-Anson) Fall 2021
Assessment #1

(P-01.a) Participation Activities 1 - Never; 3 - Sometimes; 5 - Always

| Peer | W. | D. | P. | A. | Question |
|----------------|---------------|----------------|---------------|---------------|--|
| Average | Turner | Daniels | Baxter | Parker | Question |
| 4.33 | 4 | 4 | 5 | 4 | Attends team meetings? |
| 4.00 | 4 | 4 | 4 | 4 | Communicates and responds promptly with teammates? |
| 3.33 | 4 | 3 | 4 | 3 | Meets agreed deadlines to complete his/her assigned work? |
| 3.67 | 3 | 4 | 3 | 4 | Makes a serious effort to fulfill his/her responsibilities on assignments? |
| 4.00 | 4 | 3 | 4 | 5 | Voluntarily takes on his/her share of work assignments? |
| 4.33 | 2 | 5 | 4 | 4 | Expresses ideas and opinions clearly? |
| 4.33 | 4 | 5 | 3 | 5 | Listens and respectfully considers teammates' ideas and opinions? |
| 4.00 | 4 | 4 | 4 | 4 | Helps other team members when they need it? |
| 3.67 | 4 | 4 | 3 | 4 | Steps up to help the team plan coordinate and track its work to meet team goals? |
| 3.96 | 3.67 | 4.00 | 3.78 | 4.11 | |

Peer Question Set: 1 Questions: 9 Likert Scale: 1-5

(P-02) Team Member Overall Participation

1 - No Participation; 5 - Some Participation; 9 - Above and Beyond

| Peer | W. | D. | P. | A. | Question |
|----------------|---------------|----------------|---------------|---------------|--|
| Average | Turner | Daniels | Baxter | Parker | Question |
| 6.67 | 7 | 7 | 6 | 7 | Please rate this team member's overall participation, effort and contribution, not his/her academic ability. |
| 6.67 | 7.00 | 7.00 | 6.00 | 7.00 | |

Peer Question Set: 2 Questions: 1 Likert Scale: 1-9

(P-03) Team Member Feedback

Peer Question Set: 3 Questions: 1 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. Please make it a long comment.

- Wendy Turner: I already have a lot going on in my life being a single mom and going to school. I try to give what I can while trying to have a work and life balance.
- Duncan Daniels: Wendy was a pretty decent team member. She did just what she needed to do in order to accomplish the assignment.
- Paul Baxter: Wendy was an average team member. She did come to a quite a few team meetings. Seemed to end up with some pretty easy tasks to complete. xxxxxx
- Amy Parker: She did submit a first draft that needed some revision. But it was a good place to start rather than with nothing.

FEEDBACK ASSESSMENT REPORT

This report displays, on a single page, all open-ended responses written by one student about their team members and themselves. (All Peer and Team text questions are included.) This PDF report makes it easy to evaluate the quality of feedback given by each student. It can be used to teach students how to provide higher quality feedback to their team members—a critical career skill as well as a factor in immediate team success.

This example shows Wendy Turner's feedback to her team members on one open-ended Peer and three Team assessment questions. Student reports are sorted by author name.

A couple ideas for providing grades and/or feedback to students:

- Print off the report. You can handwrite suggestions and a grade on the paper to hand back.
- Open the report and your electronic gradebook/rubric grader in windows next to one another in order to record your evaluation of their feedback where they can receive it.

Wendy Turner - Blue Team
Feedback Assessment Report

ENGINEERING 210 - 002 (Rob Pazz Pazz-
Anson) Fall 2021
Assessment #1

Feedback Statements By Wendy Turner to Team Members and Team

QUESTION: (P-03) Team Member Feedback - Please comment on specific areas he/she can improve and areas they are doing very well. Please make your comments constructive, helpful, and specific. Please make it a long comment.

- Duncan Daniels: Duncan had some problems that made him late with his participation.
- Paul Baxter: Paul did a lot of work right at the beginning. He got us started and moving along.
- Amy Parker: A great team member. She took on a lot of work and nearly did the whole project herself.
- **Wendy Turner:** I already have a lot going on in my life being a single mom and going to school. I try to give what I can while trying to have a work and life balance.

QUESTION: (T-03.a) Team Strengths, Weaknesses, Actions - Considering how your team works together, what things does your team do particularly well? (Please include examples.)

- Team: We had a great planning session right at the beginning. That planning session allowed us to identify what work needed to be done and to divide it among the team members.

QUESTION: (T-03.a) Team Strengths, Weaknesses, Actions - All teams experience some difficulties. What particular challenges has your team recently faced? (Please include examples.)

- Team: A few of us have busy working lives. It is hard to keep up with school work, a full time job, and raising a family.

QUESTION: (T-03.a) Team Strengths, Weaknesses, Actions - Considering how your team works together, what things does your team need to improve? (Please be specific.)

- Team: n/a

Note: The Grade Report is currently active but will at some point be phased out, replaced by the Normalized Grade Report.

GRADE REPORT

The grade report compiles the quantitative responses into a spreadsheet with which the instructor can easily calculate grades. Even if grades are not calculated, this report give you a convenient comparison of how students are perceived by their peers, within and between groups.

Each Peer quantitative question set selected by the instructor is summarized in terms of peer-assigned point average and percent of possible points. In this example, the instructor included 2 quantitative question sets:

1. **Peer Overall** = Single 9 point Likert scale question
2. **Team Member Participation Activities** = Average of nine 5 point Likert scale questions

Article Link>> [Calculating Individualized Grades From Peer Assessment Scores](#)

| | | Peer Question Set: 2 Likert Scale: 1-9 | | | Peer Question Set: 1 Likert Scale: 1-5 | | | | | | | |
|----|---|---|----------------|-----------|---|--------------|---------|--------------------------------------|---------|---|---------|---|
| | A | B | C | E | F | G | H | I | J | K | L | M |
| 1 | Class | # | Student Name | Team | Completed | Peer Overall | Percent | Team Member Participation Activities | Percent | | Grade | |
| 2 | ART 100 - 002 | 1 | Wendy Turner | Blue Team | 1 | 6.67 | 74.07% | 3.96 | 79.26% | | 19.815 | |
| 3 | ART 100 - 002 | 1 | Duncan Daniels | Blue Team | 1 | 4.33 | 48.15% | 2.59 | 51.85% | | 12.9625 | |
| 4 | ART 100 - 002 | 1 | Paul Baxter | Blue Team | 1 | 8.33 | 92.59% | 4.67 | 93.33% | | 23.3325 | |
| 5 | ART 100 - 002 | 1 | Amy Parker | Blue Team | 1 | 9 | 100.00% | 4.93 | 98.52% | | 24.63 | |
| 6 | | | | | | | | | | | | |
| 7 | Grade Report | | | | | | | | | | | |
| 8 | The Grade Report includes two types of grading measures for you to use as you see fit. | | | | | | | | | | | |
| 9 | 1) "Completed" is simply whether the student completed it or not and is used for assigning points based on simply doing the assessment. | | | | | | | | | | | |
| 10 | 2) Each quantitative Question Set will be included in a pair of columns. The first shows the averaged score from only the peers of that student. The second calculates the percentage possible of that average. | | | | | | | | | | | |
| 11 | Column "Completed" = '1' if student completed questionnaire, or '0' if they did not. | | | | | | | | | | | |
| 12 | Column "Peer Overall" is a single summative question with a 9 point scale. Percent equals average divided by the possible (9). | | | | | | | | | | | |
| 13 | Column "Team Member Participation Activities" is a set of 9 questions rated on a 5 point scale. Percent equals average divided by the possible (5). | | | | | | | | | | | |
| 14 | Sample grade calculation added after in Excel. Assume 25 points possible for participation, times Percent. | | | | | | | | | | | |
| 15 | | | | | | | | | | | | |
| 16 | | | | | | | | | | | | |
| 17 | | | | | | | | | | | | |
| 18 | | | | | | | | | | | | |
| 19 | | | | | | | | | | | | |

1. **“Completed” (Col F) –**
 - o Equals ‘1’ if student completed Questionnaire, ‘0’ if they did not.
 - o Example: To incentivize completing the assessment. To give 5 points simply for responding, then multiply column F by 5 placing the score in an empty column.
2. **“Peer Overall” & “Percent” (Col G-H)** represent the first quantitative question set asked in the Peer Assessment area. In this case, it is called ‘Peer Overall’, and used to assess peer participation and contributions.
 - o The first column (G) is the Peer Average score
 - o The next column (H) divides the average score by the total possible (9 in this example).
 - o In the example, “Wendy Turner” received a 6.67 average score from her peers, or 74.07% of the possible score.
3. **Other Columns (Col I + J and beyond)** Every Peer category rating question will have a pair of columns here that are calculated the same as Peer Overall & Percent. This allows you to select the most appropriate measure to use.

NORMALIZED GRADE REPORT

The Normalized Grade Report provides a new, more efficient and flexible way to calculate individualized grades that are fair and sound. This new spreadsheet even calculates your final, individualized grades if you enter your Group Project Scores into the Excel sheet.

FEATURES

- 1) Able to assign individual grades that are higher or lower than the group project score based on peer ratings.
- 2) Converts peer ratings into a normalized grading factor (+/-1.00) that can be multiplied by the group score.
- 3) Can limit how far peer ratings can increase or reduce an individual student's grade.
- 4) Can include a point reward or penalty to incentivize students to fill out the assessment.
- 5) Enter group project scores with which to produce individualized student grades.
- 6) Export a spreadsheet displaying key data used in the grade calculations. You can use it as is, or customize the calculations to better fit your learning outcomes.

SETTINGS

The instructor adjusts 4 settings before viewing the report which customize the results.

- a. Select a question set to use,
- b. Set the low limit for a floor on the percent individual grades can drop from the Group Project Score,
- c. Set the high limit for a ceiling on individual grades, and
- d. Set the points to award or penalize students for filling out (or not) the assessment.

SPREADSHEET

After the four settings are saved, View the report as a spreadsheet. At this time you may enter the Group Project Scores if you want the sheet to calculate individualized grades.

Article Link>> [Individualized Grading With the Normalized Grade Report](#)

| | B | G | H | I | J | K | L | M | N | O | P |
|----|----------------------------------|------|-------------------------|------------------------------|---|---------------------------------|--------------------------------------|---------------------------------|--|---|---|
| 1 | Student Name & Class Information | Team | Enter group scores here | Student completed assessment | (Setting #4) Incentive to complete assessment | Ave of Peer ratings for student | Ave of Peer ratings for entire group | Normal Factor: Individual/Group | (Settings #2 & 3) Normal Factor w/ Low & High Percent Limits | Indiv. Grade: Group Project Score * Normal Factor w/ Limits | Indiv. Grade: Group Project Score * Normal Factor w/ Limits + Incentive |
| 2 | First Name | Team | Group Project Score | Completed (1=Yes) | Completion Points (-10 pts if missed) | (P-01.a) Indiv. Peer Average | (P-01.a) Group Peer Average | (P-01.a) Indiv. Grading Factor | (P-01.a) Indiv. Grading Factor w/ Limits (-25% +10%) | (P-01.a) Indiv. Project Grade w/ Limits | (P-01.a) Indiv. Project Grade w/ Limits & Completion Points |
| 7 | Wendy | Blue | 85 | 1 | 0 | 3.96 | 4.04 | 0.982 | 0.982 | 83.47 | 83.47 |
| 8 | Duncan | Blue | 85 | 0 | -10 | 2.59 | 4.04 | 0.642 | 0.75 | 63.75 | 53.75 |
| 9 | Paul | Blue | 85 | 1 | 0 | 4.67 | 4.04 | 1.156 | 1.1 | 93.5 | 93.5 |
| 10 | Amy | Blue | 85 | 1 | 0 | 4.93 | 4.04 | 1.22 | 1.1 | 93.5 | 93.5 |

“Other” Questions Report

This report displays responses to the “Other Questions”, an optional category of questions that the instructor may use. While Peer and Team question categories are intended to be shared with the student, “Other Questions” are for the instructor only. They are generally for confidential team feedback or for other types of feedback related to the project, class or instructor.

In the comments below, a team was asked to discuss their project with a real client as a learning experience. In general, however, these questions can serve a variety of uses, for example:

- confidential feedback about the team, that will not be shared with the team
- student input about the project, class, client or instructor
- to post a brief quiz over what was learned
- ask survey-type questions to get student feedback on the peer assessment process

Team "Client Project - Contract Growing Group" - Other Assessment

SCM -1 (Thomas Smith) - Assessment #3

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

| | |
|---------------------|---|
| Luka Pavlic: | I enjoy the <i>client project</i> project I think it is a good way to get connected with the community. |
| Alexander Fink: | Being able to work directly with a client to accomplish a goal (contract growing) is both an exciting task and one that has it's grey areas of understanding. As students we are trying to keep pricing and negotiating outside of the scope of this project, as we should not be directly responsible for any contractual issues that might arise in these areas (that we are not trained in the legalities of). However, meeting with these companies and getting a feel for their operations do excite students as it broadens our understandings of our own capabilities with the knowledge acquired while studying a <i>client</i> . |
| Caroline Henderson: | I struggled with understanding what was expected of us in the project. The biggest thing I'm struggling with is how much <i>client</i> wants to be included in the communications and the work. I'm hesitant to add him on too early like I did with the project plan and have him think we are not doing our job. Overall this is turning into a fun experience. I really do want to help <i>client</i> build a lasting relationship with these restaurants. |
| David Lambrecht: | It was good to learn how to properly communicate with an external organization properly. Clarity on the project could be improved, but this is due to the nature of the project. |

Assessment Data Download

This spreadsheet includes slightly summarized data prepared for further data analysis and visualization, if desired to support your instruction or research. The data includes columns with averaged peer and self- scores for all Peer and Team questions you included, with each student on a separate row. Please see the listing below of the fields with sample questions and data.

This data is provided to the instructor for their optional use to facilitate applying other statistical methods to summarize or visualize the data for instruction or research. Given that student identifying data is included, please use caution when storing or displaying this data!

If you are interested in pursuing research using larger, anonymized datasets, spanning multiple courses or institutions, please let me know at RobAnson@peerassessment.com

| Column Name | Sample Data |
|---|------------------------|
| First Name | Wendy |
| Last Name | Turner |
| Email | WendyTurner@gmail.com |
| Student ID | |
| Institution | Test University |
| Program | Hot Rocks |
| Course Name | ENGINEERING 210 |
| Class Name | Mechanical Engineering |
| Section | 002 |
| Term | Fall 2021 |
| Assessment Num | 1 |
| End Date | 7/28/2018 |
| Team Name | Blue Team |
| Team Headcount | 4 |
| (P-01.a) Participation Activities Peer Average | 3.96 |
| Attends team meetings? (1e1a03006d0) | 4.33 |
| Communicates and responds prom (8b235452cb3) | 4.00 |
|more (P-01.a) questions--peer averages | |
| (P-02) Team Member Overall Participation Peer Average | 6.67 |
| Please rate this team member's (102883b7621) | 6.67 |
| (P-01.a) Participation Activities Self Rating | 3.67 |
| Self: Attends team meetings? (1e1a03006d0) | 4.00 |
| Self: Communicates and responds prom (8b235452cb3) | 4.00 |
|more (P-01.a) questions--self scores | |
| (P-02) Team Member Overall Participation Self Rating | 7.00 |
| Self: Please rate this team member's (102883b7621) | 7.00 |
| (T-01) Team Diagnostic Peer Average | 4.17 |
| My team members help one anothe (34d97fd4a62) | 4.67 |
| My team members really listen (a9fce6c266a) | 4.67 |
|more (T-01) questions--team averages | 4.33 |
| (T-01) Team Diagnostic Self Rating | 4.50 |
| Self: My team members help one anothe (34d97fd4a62) | 4.00 |
| Self: My team members really listen (a9fce6c266a) | 4.00 |
|more (T-01) questions--self scores | 5.00 |
| (T-02) Team Satisfaction Peer Average | 8.00 |
| Overall, how satisfied are you (59a280fa3f6) | 8.00 |
| (T-02) Team Satisfaction Self Rating | 8.00 |
| Self: Overall, how satisfied are you (59a280fa3f6) | 8.00 |