

FORM 3**SMALL GROUP ASSESSMENT****STUDENT VERSION**

STUDENT (and GROUP #) being assessed: _____

DATE: _____ ASSESSOR: _____

Instructions:

Ongoing feedback: Evaluate yourself, another group member, or your group as a whole by using the criteria listed in the table. This form can be used for daily or weekly feedback on group dynamics. This student version of the form differs from that used by faculty facilitators in that it attempts to make explicit the kinds of behaviors that individual members of a successful small group are likely to display. Part I of the form identifies activities that are likely to promote a successful solution to the problem that the group is addressing. They are listed in the approximate order in which the activities should occur. Part II identifies non-verbal communication skills and behaviors that contribute to a successful small group and that are likely to maximize the satisfaction of individual group members. Circle the number to the right of each outcome objective that best represents your judgment for the activity described.

3 = Observed to a significant extent; at or above expected level (corresponds to 'meets expectations').

2 = Observed to a moderate extent; expected behavior inconsistently demonstrated (corresponds to 'meets expectations with concerns').

1 = Observed to a small extent; needs improvement (corresponds to 'does not meet expectations').

Part 1. Communication and Problem Solving

COMMUNICATION (Opening)		
Greeting:		
• Acknowledges each group member at the beginning of the session in a positive manner	1	2 3
Calibration:		
• Brief chat with other group members to assess potential barriers to communication (e.g., no sleep, illness, not prepared, etc.)	1	2 3
COMMUNICATION (Gathering information)		
Goal Setting:		
• Reads problem before beginning	1	2 3
• Discusses problem-solving goals and priorities	1	2 3
Questioning:		
• Starts with open-ended question to review relevant information (e.g., Can we review topic A because it seems relevant to this problem?)	1	2 3
• Progresses to focused questions to request specific information pertaining to the problem (e.g., Can anyone define the term ----- in this problem? or How do we interpret this figure?)	1	2 3
COMMUNICATION (Achieving a solution)		
Problem Content:		
• Explicitly assures that everyone has the same understanding of terms and concepts	1	2 3
• Identifies pertinent data to be analyzed	1	2 3
Knowledge:		
• Acknowledges opinion versus fact	1	2 3
Process:		
• Attempts to obtain information/opinions from all group members	1	2 3
• Restates others' comments to clarify and/or indicate understanding	1	2 3
• Uses flip chart for diagrams, lists, etc., to keep process group-centered	1	2 3
• Avoids side discussions with other group members	1	2 3
• Encourages group to reach agreement by consensus	1	2 3

Part 2. Skills and Behaviors

COMMUNICATION SKILLS (Non-verbal)			
Eye Contact:			
<ul style="list-style-type: none"> • <i>Uses eye contact to convey interest and attentiveness</i> 	1	2	3
Body Language:			
<ul style="list-style-type: none"> • <i>Uses posture (upright), gestures (e.g. nodding) and sounds (e.g. "mmhmm") to convey interest, understanding, and encouragement</i> 	1	2	3
Silences:			
<ul style="list-style-type: none"> • <i>Pauses (three or more seconds) to give others a chance to speak</i> 	1	2	3
<ul style="list-style-type: none"> • <i>Refrains from interrupting others</i> 	1	2	3
RELATIONSHIP SKILLS:			
Respect:			
<ul style="list-style-type: none"> • <i>Open and honest about own strengths and weaknesses (knowledge, skills, attitudes)</i> 	1	2	3
<ul style="list-style-type: none"> • <i>Values others by acknowledging their efforts and contributions</i> 	1	2	3
<ul style="list-style-type: none"> • <i>Respectful of others' opinions and point of view</i> 	1	2	3
Partnership:			
<ul style="list-style-type: none"> • <i>Willingness to be helpful and work together</i> 	1	2	3
GROUP SKILLS			
Ground Rules:			
<ul style="list-style-type: none"> • <i>Refers to ground rules to guide individual and group behavior</i> 	1	2	3
Evaluation:			
<ul style="list-style-type: none"> • <i>Promotes and participates in regular group evaluation. ("How effective was our problem-solving process.?" "Did we address all the issues relevant to the problems?" "Where can we improve?" NOT "Were the problems solved?")</i> 	1	2	3
<ul style="list-style-type: none"> • <i>Participates in the evaluation of individual group members in a constructive and respectful manner</i> 	1	2	3
Conflict Resolution:			
<ul style="list-style-type: none"> • <i>Identifies areas of conflict and initiates strategies (discussion, resources, etc.) for resolving disputes in a timely manner</i> 	1	2	3
PROFESSIONALISM			
Demeanor:			
<ul style="list-style-type: none"> • <i>Conduct and dress is appropriate for the learning situation and does not distract from the group work</i> 	1	2	3
Conduct:			
<ul style="list-style-type: none"> • <i>Punctuality (arrives promptly, avoids keeping group waiting); explains lateness or absence; informs group of known future absences</i> 	1	2	3
<ul style="list-style-type: none"> • <i>Honesty (admits errors, acknowledges any weaknesses or lack of preparation)</i> 	1	2	3
Preparation:			
<ul style="list-style-type: none"> • <i>Prepares for SGPS by reading, attending lectures, and preparing learning objectives</i> 	1	2	3
PERSONAL DEVELOPMENT			
<ul style="list-style-type: none"> • <i>Evaluates own performance in small group</i> 	1	2	3
<ul style="list-style-type: none"> • <i>Evaluates own performance in MCBG, sets goals, and devises strategies to achieve them</i> 	1	2	3

COMMENTS: STUDENTS: If using this form to self-assess, write what you think you do well and what you'd like to improve. Share this with your group members. If assessing another group member, write what you think that person does well and what they could improve (be specific). Share this assessment with the other group members