**Teamwork**

**For team members/group participants (Circle One)**

|  |  |
| --- | --- |
| Exhibits concern and encouragement for each team member and team goals.  | 1 2 3 4 5 |
| Accepts tasks set according to team-established procedures.  | 1 2 3 4 5 |
| Cooperates with team members to reach realistic, attainable goals.  | 1 2 3 4 5 |
| Works toward resolving conflict, constructing compromises, and building consensus.  | 1 2 3 4 5 |
| Participates in observing team’s efforts and completing follow-up activities toevaluate team’s goals. | 1 2 3 4 5 |

5 Always-- Excellent

4 Most of the Time --Good

3 Sometimes-- Adequate

2 Occasionally-- Fair

1 Never-- Poor

**Leadership**

**For team/group leaders (Circle One)**

|  |  |
| --- | --- |
| Practices problem-solving and decision-making techniques by recognizing that a problem exists and identifying possible reasons for the problem. | 1 2 3 4 5 |
| Identifies goals and challenges that may require alternative solutions. | 1 2 3 4 5 |
| Implements, evaluates, monitors, and revises action plan on a continuing basis. | 1 2 3 4 5 |
| Values and appreciates the ideas of team members. | 1 2 3 4 5 |
| Uses good interpersonal skills to encourage effective, productive team relationships. | 1 2 3 4 5 |
| Models high standards with attendance, punctuality, and enthusiasm. | 1 2 3 4 5 |
| Builds trust and behaves in an ethical, courteous manner. | 1 2 3 4 5 |

5 Always-- Excellent

4 Most of the Time --Good

3 Sometimes-- Adequate

2 Occasionally-- Fair

1 Never-- Poor

**Planning**

**For groups overall and for track-setters and recorders (Circle One)**

|  |  |
| --- | --- |
| Gather and evaluate information.  | 1 2 3 4 5 |
| Set a realistic goal.  | 1 2 3 4 5 |
| Assess variables that will affect the plan of action.  | 1 2 3 4 5 |
| Create a plan of action to reach the goal.  | 1 2 3 4 5 |
| Monitor progress.  | 1 2 3 4 5 |
| Make adjustments to plan as needed.  | 1 2 3 4 5 |
| Implement the plan.  | 1 2 3 4 5 |
| Evaluate process and final outcome. | 1 2 3 4 5 |

5 Always-- Excellent

4 Most of the Time --Good

3 Sometimes-- Adequate

2 Occasionally-- Fair

1 Never-- Poor

.**Professionalism**

**For use by instructor for student evaluation or as a student self-assessment tool (Circle One)**

|  |  |
| --- | --- |
| Project a professional image. Describe appropriate work attire for different work situations. .  | 1 2 3 4 5 |
| Give and receive feedback with a positive attitude.  | 1 2 3 4 5 |
| Exhibits ethical behavior in decision making and practices as applied to dilemmas, issues, and problems. | 1 2 3 4 5 |
| Respect the views of others.  | 1 2 3 4 5 |
| Maintain confidentiality. | 1 2 3 4 5 |
| Establishes a personal code of ethics to apply to a professional code of ethics. | 1 2 3 4 5 |

5 Always-- Excellent

4 Most of the Time --Good

3 Sometimes-- Adequate

2 Occasionally-- Fair

1 Never-- Poor

**Giving/Receiving Feedback**

**Student self-assessment/Peer assessment/Instructor assessment Self Peer Instructor**

|  |  |  |  |
| --- | --- | --- | --- |
| When giving or receiving feedback, I keep my emotions under control and avoid escalating a problem. | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 |
| I listen actively to what is being said to ensure I understand the problemand to maintain a good relationship with the other person. | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 |
| I provide fact-based feedback and I focus on the problem not the person. | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 |
| I work with the other person to create an action plan for correcting orimproving the problem | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 |

5 Always-- Excellent

4 Most of the Time --Good

3 Sometimes-- Adequate

2 Occasionally-- Fair

1 Never-- Poor

**Written Communication**

**For use by instructor or well-seasoned self-assessing student (Circle One)**

|  |  |
| --- | --- |
| Selects a format based on the target audience and the information to be communicated. | 1 2 3 4 5 |
| Exercises brainstorming techniques in the prewriting stage to accumulate ideas that should be communicated. | 1 2 3 4 5 |
| Discards ideas and content deemed unnecessary or not supportive of the objective. | 1 2 3 4 5 |
| Writes a rough draft that demonstrates a consistent narrative. | 1 2 3 4 5 |
| Proofreads the draft to correct spelling and grammar errors. | 1 2 3 4 5 |
| Edits and revises the proofed text to refine the expression of the ideas. | 1 2 3 4 5 |
| Uses word processing to produce a formatted, error-free document. | 1 2 3 4 5 |

5 Always-- Excellent

4 Most of the Time --Good

3 Sometimes-- Adequate

2 Occasionally-- Fair

1 Never-- Poor

**Effective Communication**

**For self-assessment (Circle One)**

|  |  |
| --- | --- |
| I maintain eye contact with the other person(s) while speaking and listening. | 1 2 3 4 5 |
| I use appropriate gestures and body language to communicate my interest and engagement in the conversation. | 1 2 3 4 5 |
| I convey constructive attitudes and beliefs to further the conversation. | 1 2 3 4 5 |
| I speak clearly and professionally, using vocabulary appropriate to the occasion. | 1 2 3 4 5 |
| I listen to and respect others’ points of view and positions. | 1 2 3 4 5 |
| I pause a moment after others finish speaking. | 1 2 3 4 5 |
| I avoid interrupting others. | 1 2 3 4 5 |
| I can briefly rephrase in my own words what others have said, as evidence that I have understood their point(s). | 1 2 3 4 5 |

5 Always-- Excellent

4 Most of the Time --Good

3 Sometimes-- Adequate

2 Occasionally-- Fair

1 Never-- Poor