

Small Group Discussion Evaluation Form

Group # _____

Date: _____

Members: _____

Rating: _____
Rating: _____
Rating: _____
Rating: _____
Rating: _____

Instructions: The class will be divided into small groups of 3-5 students. It best to be in a circle. Face to face interaction is better. The professor will give each group a playing card. On one side is a number or face. This number or face card is the name of your group. Once your group is in a circle, chose a member to read the discuss question. From that point on discuss each question under each concept. Once you have discussed the questions under that concept. Stop and have a member of the group raise your card so to alert the professor that your group is finished with the concept or assigned questions. A short question and answer period will follow with the professor. This routine will continue until every concept is discussed.

Once all the concepts or questions have been discussed, every member's participation will be rated. Each member will evaluate and return the completed small group discussion evaluation to the professor at the end of class. Evaluate the other member's participation and class discussion *not yours* on a scale from 0 (lowest) through 4 (highest) using the criteria on the back of this page.

Self-evaluation: This is your opportunity to evaluate your participation and contributions. Evaluate your participation in the discussion on a scale from 0 (lowest) through 4 (highest) using the criteria on the back of this page.

Name: _____

Rating: _____

Provide a short statement with documentation (e.g., citations, analysis, synthesis, facts, frequency, etc.) that supports your rating:

Expectations for Class & Small Group Discussion

Participation is graded on a scale from 0 (lowest) through 4 (highest), using the criteria below. The criteria focus on what you demonstrate and do not presume to guess at what you know but do not demonstrate. This is because what you offer to the class or group is what you and others learn from.

Grade	Criteria
0	Absent
1	Present, not disruptive Tries to respond when called on but does not offer much or does not attempt respond Demonstrates very infrequent involvement in discussion
2	Demonstrates adequate preparation; knows the basis of the reading facts, case or lab, but does not show evidence of trying to interpret or analyze them. Offers straightforward information (e.g., straight from the readings, case, or lab) without elaboration or very infrequently (perhaps once a class). Does not offer to contribute to small group discussion but contributes to a moderate degree when call on during class discussions Demonstrates sporadic involvement.
3	Demonstrates good preparation: knows the reading facts, case, or lab, has thought through the implication of them. Offers interpretations and analysis of the reading, case (more than the facts) or lab to class or group. Contributes well to discussion in an ongoing way: responds to other students' points, thinks through own points, questions others in a constructive way, offers, and supports suggestions that may be counter to the majority opinion. Demonstrates consistent ongoing involvement.
4	Demonstrates excellent preparation: has analyzed the reading, case, or lab exceptionally well, relating it to readings, and other materials (e.g., cited reading, course materials, personal experiences in the discussion). Offers analysis, synthesis, and evaluation of the materials, case, or lab (e.g., put together the pieces of the discussion to develop a new approach that takes the discussion further) Contributes in a very significant way to ongoing discussion: keeps analysis focused, suggests alternative ways of approaching the materials, cases, or lab and helps class analyze which approaches are appropriate or not appropriate. Demonstrates ongoing very active involvement.