

**Assessment by Facilitator of Participation in Transition Block Learning Activities, 2012**

Please rate your students on the following characteristics by circling number 1, 2, or 3. Note that 1 is the highest rating and 3 the lowest. Check the NA box in the right if you had no opportunity to observe this characteristic in the student you are evaluating

Student's Last name: \_\_\_\_\_ First Name: \_\_\_\_\_

Facilitator's name: \_\_\_\_\_

<b>High to Exceptional</b>		<b>Low to Unsatisfactory</b>	<b>NA</b>
On time, prepared, honest, dependable, respectful of others, contributes to group sensitivity, compassion and understanding of views of others.	<b>Interpersonal Responsibility</b> 1 2 3	Often tardy, unprepared, dishonest, undependable, disrespectful of others, detracts from group sensitivity, compassion and understanding of the views of others.	
Directs own learning agenda, recognizes limits of knowledge or ability without becoming defensive or blaming others; actively tries to improve.	<b>Personal Responsibility</b> 1 2 3	Depends upon others to define learning agenda; covers up mistakes. Becomes defensive or blames others. Shows little inclination to improve.	
Actively participates in discussions; contributes to cohesiveness and improvement of group; willingly takes on assignments; listens actively; sensitive to verbal and non-verbal messages.	<b>Group Participation</b> 1 2 3	Fails to actively participate in discussions. Detracts from cohesiveness and improvement of the group. Reluctantly takes on assignments. Does not listen well. Inattentive to verbal and non-verbal messages.	
Leads when appropriate, intervenes appropriately; shows respect and sensitivity for others, helps resolve misunderstandings and conflicts; cooperative; defers to group goals.	<b>Group Skills</b> 1 2 3	Intervenes inappropriately; shows poor judgment by interrupting, withdrawing, or ignoring others; is dominating or impatient or competitive; serves individual rather than group goals.	
Recognizes limits of knowledge or ability without becoming defensive or blaming others.	<b>Self-improvement</b> 1 2 3	Needs to be more aware of limitations in knowledge and ability and take positive steps toward remediation.	
Accounts for all the data, generates hypotheses, presents evidence for and against a diagnosis. Uses a variety of resources. Critically appraises information. Makes sound deductions and explains reasoning process.	<b>Critical Thinking &amp; Appraisal</b> 1 2 3	Difficulties in accounting for data and generating hypotheses. Presents one-sided information. Uses few or inappropriate resources. Fails to critically appraise information. Makes unsound deductions and fails to explain reasoning process.	
Presentations at appropriate level, related to case and organized well. Talks directly to others not to the PowerPoint and answers questions. Checks understanding of audience to help them learn.	<b>Peer Teaching</b> 1 2 3	Presents reports at inappropriate level, fails to relate material to the case and presents in disorganized fashion. Talks to the PowerPoint. Fails to answer questions. Little effort to help peers learn.	

