

Assessment of Student Participation in Transition Block Activities by Facilitators

On the sheets provided please rate yourself and all other members of your tutorial group by circling your choice on the following characteristics. Note that 1 is the highest rating and 5 the lowest.

Student: _____; Facilitator: _____

High to Exceptional		Unsatisfactory to Low
Consistently well-prepared for sessions: E.g., uses a variety of references; supports statements with appropriate references; makes concise summaries	Preparation 1 2 3 4 5	Consistently seems unprepared for sessions: E.g., inadequate reading or researching of learning issues; contributes little to group knowledge; does not summarize material.
Accepts responsibility for own learning: E.g., directs own learning agenda; actively tries to improve; critiques resources.	Responsibility 1 2 3 4 5	Does not accept responsibility for own learning: E.g., depends upon others for learning agenda; covers up mistakes; rarely critiques resources.
Active participation in group learning: E.g., actively participates in discussions; willingly takes on assignments.	Participation 1 2 3 4 5	Passive participation in group learning: E.g., does not actively participate in discussions; reluctantly takes on assignments.
Demonstrates effective group skills/awareness E.g., takes the lead or intervenes appropriately; shows respect and sensitivity for others, helps to resolve misunderstandings and conflicts.	Group Skills 1 2 3 4 5	Demonstrates poor group skills/awareness: E.g., intervenes inappropriately; shows poor judgment by interrupting, withdrawing, ignoring others, dominating or impatience.
Skillful in communicating with peers: E.g., listens actively; sensitive to non-verbal and emotional messages.	Communication 1 2 3 4 5	Difficulties communicating with peers: E.g., poor listening skills; unable or unwilling to attend to non-verbal or emotional messages.
Highly developed professional behavior: E.g., excellent attendance; reliable; willingly accepts feedback and learns from it.	Professionalism 1 2 3 4 5	Deficiencies in professional behavior: E.g., absent without an excuse; untrustworthy; difficulty accepting feedback.
High self-awareness: E.g., recognizes limits of knowledge or abilities without becoming defensive or blaming others.	Reflectiveness 1 2 3 4 5	Low self-awareness: E.g., needs to be more aware of limitations in knowledge and ability and take positive steps toward remediation.
Highly skilled in critical thinking: E.g., consistently demonstrates skill in performing key tasks such as generating hypotheses, applying knowledge of PBL cases, critically appraising information, making sound deductions, explaining reasoning process.	Critical Thinking 1 2 3 4 5	Deficient in critical thinking: E.g., consistent difficulties in performing key tasks such as generating hypotheses, applying knowledge of PBL cases, critically appraising information, making sound deductions, explaining reasoning process.
Effective teaching skills: Presents learning issue report at appropriate level, related to the case and in an organized fashion. Uses handouts or summaries to help others remember the material	Teaching 1 2 3 4 5	Ineffective teaching skills: Presents learning issue report at inappropriate level, fails to relate material to the case and presents in a disorganized fashion. Fails to use handouts or summaries to help others remember the material

Please add any comments (for example, strengths and weaknesses) about the person you are evaluating. Use the other side if necessary.