

**Assessment of Participation in Transition Block Activities, UMSM**  
(Completed forms will be tabulated and entered into student learning portfolios)

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

Student Name \_\_\_\_\_

<b>Low / Unsatisfactory</b>		<b>High / Exceptional</b>
<b>Consistently seems unprepared for sessions:</b> E.g., inadequate reading or researching of learning issues; contributes little to group knowledge; does not summarize material.	<b>1 2 3 4 5</b>	<b>Consistently well-prepared for sessions:</b> E.g., presents extra material; supports statements with appropriate references; makes concise summaries.
<b>Does not accept responsibility for own learning:</b> E.g., depends upon others for learning agenda; covers up mistakes; rarely critiques resources.	<b>1 2 3 4 5</b>	<b>Accepts responsibility for own learning:</b> E.g., directs own learning agenda; actively tries to improve; critiques resources.
<b>Passive participation in group learning:</b> E.g., does not actively participate in discussions; reluctantly takes on assignments.	<b>1 2 3 4 5</b>	<b>Active participation in group learning:</b> E.g., actively participates in discussions; willingly takes on assignments.
<b>Demonstrates poor group skills/awareness:</b> E.g., intervenes inappropriately; shows poor judgment by interrupting, withdrawing, ignoring others, dominating or impatience.	<b>1 2 3 4 5</b>	<b>Demonstrates effective group skills/awareness</b> E.g., takes the lead or intervenes appropriately; shows respect and sensitivity for others, helps to resolve misunderstandings and conflicts.
<b>Serious difficulties communicating with peers:</b> E.g., poor listening skills; unable or unwilling to attend to non-verbal or emotional messages.	<b>1 2 3 4 5</b>	<b>Skillful in communicating with peers:</b> E.g., listens actively; sensitive to non-verbal and emotional messages.
<b>Deficiencies in behavior:</b> E.g., absent without an excuse; untrustworthy; difficulty accepting feedback.	<b>1 2 3 4 5</b>	<b>Highly developed behavior:</b> E.g., excellent attendance; reliable; willingly accepts feedback and learns from it.
<b>Low self-awareness:</b> E.g., needs to be more aware of limitations in knowledge and ability and take positive steps toward remediation.	<b>1 2 3 4 5</b>	<b>High self-awareness:</b> E.g., recognizes limits of knowledge or abilities without becoming defensive or blaming others.
<b>Deficient in critical thinking:</b> 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.	<b>1 2 3 4 5</b>	<b>Highly skilled in critical thinking:</b> 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.

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

Tutor's Name (Evaluator) \_\_\_\_\_

Tutor's Signature \_\_\_\_\_