

## FORMATIVE EVALUATION

9.70 – Social Psychology – Spring 2013  
Professor S. L. Chorover and staff

Purpose of this evaluation:

*In this class, we are faced with a unique problem: there are no problem sets, quizzes or final exams, yet each student must be assigned a grade for 9.70 at the end of the year. Given the nature of this class as a collaborative learning process, sole reliance on the conventional grading method (in which the instructor assesses student performance at an individual level) is inappropriate: the relevant information for judging performance, attitude and effort lies at the individual, group and class levels of organization, much of this information is unknown to any single individual. This evaluation is meant to elicit that information in order to more accurately assess all aspects of the class.*

This evaluation has come to be used two times throughout the year: once as a guide to formative evaluation and once as a summative evaluation. A formative evaluation is intended to provide constructive feedback for improvement while the class is still in progress. This will occur approximately halfway through the term in order to mark how the collaborative process is developing so far and point us in a direction for future growth and improvement. A summative evaluation will occur at the conclusion of the class and is intended to produce judgments on the adequacy and effectiveness of each part of the class (individuals, groups, the class as a whole) as a basis for the overall grades.

It might be a matter of concern to you that evaluations of this nature are subject to certain social influences and biases. While this is true without doubt, here it will be experienced in a hands-on, experimental way, it is important to keep in mind that the ability to design and implement a credible evaluation process is a learnable skill that is crucial and necessary for the success of any group, beyond the bounds of 9.70.

We believe that a commitment to honest and open evaluation will lead to a fair assessment of each level of class organization suitable for the assignment of final grades as well as the nature of this class and developing the collaborative system.

PLEASE BE SURE TO ENTER YOUR NAME ON TOP OF EACH SHEET WHERE INDICATED.

Format of this evaluation:

This evaluation consists of five main parts. The process starts, in Part 1, with you evaluating your own attitudes and performance. (Please try to use the full range of available descriptors; this will help you to anchor your evaluations of others). Part 2 asks you to evaluate your fellow group members and your study group as a whole. **Part 3 asks you to evaluate your final project members. This can be disregarded at this point.** Part 4 asks you to evaluate the class and the instructional staff and the subject as a whole. Part 5 asks you to evaluate this evaluation process and to provide any additional feedback you see fit. Parts 2A and 2B will need to be completed multiple times: once for each group member.

Each section consists of some fill-in-the-blank sections and some short answer sections. For fill-in-the-blank questions, please circle or otherwise highlight the most appropriate choice. For short answer questions, please respond in a few sentences to a small paragraph.

### PART 0: Basic information

Submission date:

E-mail address<

Study group number:

(Summative only): Final project group:

(Summative only): Please fill out the survey before turning in this evaluation.

## PART 1: My performance

(Please complete this part just once)

### PART 1A: Circle or underline the most nearly correct selection

#### Attendance:

1. I have attended (all, all but one, all but two, all but a few, most, some) of the group and class meetings.
2. I am always present for the entire duration of (all, all but one, all but two, all but a few, most, some) of the group and class meetings – i.e., I neither arrive late nor leave early.

#### Reading and video materials:

3. I have read (100%, 90-99%, 80-90%, 70-80%, 50-70%, less than 50%) of the reading assignments conscientiously and in a timely manner.
4. I watched (100%, 90-99%, 80-90%, 70-80%, 50-70%, less than 50%) of the video assignments conscientiously and in a timely manner.
5. While completing the assigned readings, I usually (I generally read thoroughly and took detailed notes, read for comprehension and took broad conceptual notes, skimmed for comprehension and took some notes, glanced at the readings and took few or no notes, didn't do the readings or take notes).
6. While completing the assigned videos, I usually (watched very intently and took meticulous notes, watched attentively and took detailed notes, watched fairly attentively and took broad conceptual notes, watched with little engagement and took some notes, watched without engagement and took few or no notes, didn't watch the material or take notes).

#### Tasks and assignments:

7. The consistency and quality of my journal-keeping has been (exemplary, great, good, adequate, weak, very poor).
8. I (always, almost always, usually, sometimes, rarely, never) used the timesheet to keep track of my performance in real time.
9. The effort and diligence I put into taking and editing group minutes was (exemplary, great, good, adequate, weak, very poor).
10. I (always, almost always, usually, sometimes, rarely, never) carefully and seriously read and considered the feedback on the minutes provided by the instructors.
11. The effort and diligence I put into preparing for class discussions as part of the steering group was (exemplary, great, good, adequate, weak, very poor).
12. The effort and diligence I put into 9.70 has been (exemplary, great, good, adequate, weak, very poor).
13. The effort and diligence I am putting into this formative evaluation processes was (exemplary, great, good, adequate, weak, very poor).

#### Group meetings:

14. My comments in group discussions have been (very frequent, frequent, regular, occasional, infrequent, virtually nonexistent).
15. My comments in group discussions are of (exemplary, very high, high, pretty good, so-so, poor) quality and relevance.
16. During group discussions, I (always, almost always, usually, sometimes, rarely, never) pay close attention and listen constructively and critically to my groupmates' contributions.
17. I feel that I am (absolutely always, almost always, usually, sometimes, rarely, never) supportive and respectful of my groupmates.
18. I (always, almost always, usually, sometimes, rarely, never) have come to group meetings with specific questions and/or discussion points ready to discuss.
19. I believe that I (always, almost always, usually, sometimes, rarely, never) carry my fair share of the study group workload.



5. What did you learn or take away from the class?

6. Describe your attitude at this point in the process.

7. If you have any further comments on any of the questions above, please elaborate here.

PART 1 OVERALL:

I can honestly say that, over the past 6 weeks, I've put an average of \_\_\_\_\_ (insert number) hrs/wk of (exemplary, great, good, adequate, weak, very poor) work into 9.70. I reckon that my final grade should be a(n) (A+, A, B, C, D, F).

PART 2: My group's performance

PART 2A and 2B: My groupmates' performance

Study group member: \_\_\_\_\_

(Please complete Part 2A and 2B once for each group member)

PART 2A: Circle or underline the most nearly correct selection

Attendance:

1. This group member attended (all, all but one, all but two, all but a few, most, some) of the group meetings.
2. This group member was present for the entire duration of (all, all but one, all but two, all but a few, most, some) of the group and class meetings – i.e., did not arrive late or leave early.

Tasks and assignments:

3. The effort and diligence this group member put into preparing for class discussions as part of the steering group was (exemplary, great, good, adequate, weak, very poor).
4. The effort and diligence this group member put into taking and editing group minutes was (exemplary, great, good, adequate, weak, very poor).
5. The effort and diligence this group member put into the formative and summative evaluation processes as they pertained to our group was (exemplary, great, good, adequate, weak, very poor).

Group meetings:

6. This group member's comments in group discussions were (very frequent, frequent, regular, occasional, infrequent, virtually nonexistent).
7. This group member's comments in group discussions were of (exemplary, very high, high, pretty good, so-so, poor) quality and relevance.
8. I feel that this group member was (absolutely always, almost always, usually, sometimes, rarely, never) supportive and respectful of our groupmates.
9. This group member (always, almost always, usually, sometimes, rarely, never) came to group meetings with specific questions and/or discussion points ready to discuss.
10. I believe that this group member (always, almost always, usually, sometimes, rarely, never) carried their fair share of the study group workload.



PART 2C: My group's performance overall

(Please complete this section just once)

PART 2C: Short answer: *Please explain in a few sentences to a small paragraph. Be concise.*

1. Please reflect on and evaluate the performance of your study group this semester. Comment on the quality of contribution, depth of discussion, and so on.
2. Describe your group's contribution to the learning process.
3. Did you encounter any difficulties with the group? What was the nature of these difficulties? How were they resolved?
4. Did you feel comfortable with your group? Were you able to voice your concerns regarding the group? The class? Other group members?

5. Was time allocated to group meetings used wisely? Productively?

6. In which areas do you feel that your group excelled? In which areas do you feel that your group could improve?

7. If you have any further comments on any of the questions above, please elaborate here.



PART 3: My final project group members' performance  
(Please complete Part 3 once for each Project group member)

Project group member: \_\_\_\_\_

PART 3A: Circle or underline the most nearly correct selection

1. This group member attended (all, all but one, all but two, all but a few, most, some, N/A) of our agreed-upon meetings.
2. This group member was present for the entire duration of (all, all but one, all but two, all but a few, most, some, N/A) of our agreed-upon meetings – ie, did not arrive late or leave early.
3. I feel that this group member was (absolutely always, almost always, usually, sometimes, rarely, never) supportive and respectful of our groupmates.
4. The effort and diligence this group member put into the final project was (exemplary, great, good, adequate, weak, very poor).
5. I believe that this group member (always, almost always, usually, sometimes, rarely, never) carried their fair share of the final project workload.

PART 3B: Short answer: *Please explain in a few sentences to a small paragraph. Be concise.*

1. Describe this group member's contribution to the learning process.
2. In which areas do you feel that this group member excelled? In which areas do you feel that this group member could improve?
3. Did you encounter any difficulties with this group member? What was the nature of these difficulties? How were they resolved?
4. If you have any further comments on any of the questions above, please elaborate here.

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4. Did the overall class system work well to accomplish the objectives of the class?
  
  
  
  
  
  
  
  
  
  
5. What were the best aspects of this course overall? In which areas do you feel that this course could improve?
  
  
  
  
  
  
  
  
  
  
6. Did you encounter any difficulties with the course overall? What was the nature of these difficulties? How were they resolved?
  
  
  
  
  
  
  
  
  
  
7. If you have any further comments on any of the questions above, please elaborate here.

PART 5: Summary

***Other/General Discussion***

8. Please feel free to rant, rave, or raise any other points about the course you find/found especially worth mentioning.

*Please briefly evaluate this evaluation:*

9. Was this evaluation helpful? Did it provoke useful reflection?
10. Were there topics you would have liked to have seen, but were not covered? Were there topics covered that you felt were unnecessary?
11. Were you able to give an honest and complete critique/evaluation/etc. of/for yourself? Your peers? The class as a whole? If not, what was stopping you?
12. How could this evaluation be improved?

THANK YOU FOR COMPLETING THIS EVALUATION

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