

FORM 4B

END-OF-COURSE ASSESSMENT (Facilitators)

STUDENT: _____

FACILITATORS: _____

Instructions:

At the end of the course, both facilitators should get together and provide a final assessment of each student's performance in small group. Using the criteria below, circle the appropriate number to the right.

3 = Meets expectations - observed to a significant extent; ability at or above expected level.

2 = Meets expectations with concerns - observed to a moderate extent; behavior inconsistently demonstrated.

1 = Does not meet expectations - observed to a small extent; needs improvement.

The final assessment rating should reflect improvements that were made and/or abilities that were maintained at expected levels. The assumption is that all students will be "3," i.e., at the expected level or better. Lower ratings **must** be supported by specific comments that justify the rating. **Turn this form in to the course directors.**

COMMUNICATION: Uses <i>verbal language</i> effectively:	1	2	3
<ul style="list-style-type: none"> Helps to initiate the discussion. Helps identify alternative solutions and discusses relative merits of each. Promotes and participates in discussion to reach agreement by consensus. 			
COMMUNICATION: Uses effective <i>listening skills</i> and elicit and provide information using effective <i>nonverbal, explanatory, and questioning skills</i>:	1	2	3
<ul style="list-style-type: none"> Demonstrates interest and understanding. Refrains from interrupting others. Encourage others to participate by waiting to comment. Attempts to obtain information and opinions from all group members. Regularly restates to clarify and/or indicate understanding. Explicitly assures that <u>everyone</u> has same understanding of terms and concepts. 			
COMMUNICATION: Uses <i>written language</i> effectively:	1	2	3
<ul style="list-style-type: none"> Use flip chart and/or board for diagrams, lists, etc. to keep process group-centered and open to other learning styles. 			
COMMUNICATION: <i>Facilitates the learning of other students</i>, including giving effective feedback:	1	2	3
<ul style="list-style-type: none"> Provides constructive, meaningful and nonthreatening verbal feedback to others in the group. 			
PROBLEM SOLVING: Demonstrates an <i>investigatory and analytic thinking</i> approach:	1	2	3
<ul style="list-style-type: none"> Participates in the definition of problem-solving <u>goals</u> before offering possible solutions. Contributes to the identification and evaluation of pertinent data to be analyzed and alternative problem-solving strategies. 			
PROFESSIONALISM: <i>Behaves professionally</i>:	1	2	3
<ul style="list-style-type: none"> Preparation (comes to the small group problem-solving session prepared) Punctuality (explains lateness or absence; informs of known future absences) Honesty (admits errors, acknowledges any weaknesses or lack of preparation) Respect (acknowledges the efforts and contributions of others). 			
PROFESSIONALISM: <i>Interacts effectively with other small group members</i>:	1	2	3
<ul style="list-style-type: none"> Refers to/obeys Group Ground Rules governing behaviors that promote group effectiveness Identifies areas of conflict and initiates strategies (discussion, resources, etc.) for resolving conflicts in a timely manner. 			

COMMENTS: