

Students

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WebPA OS Demonstration assessment

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Taking This Assessment

Please complete the assessment below. For each question *you must give a Score(s) to each group member*, including yourself.

To save your Score(s), you must click the *Save Score(s)* button. Once you have successfully submitted your responses you cannot go back and change your Score(s).

To leave this assessment without saving, click the *back to assessments list* link above, or choosing an option from the menu.

Score(s) Your Team

For each criterion you must rate your teammates using the scale provided. High Score(s) indicate better performance in the criteria.

Introduction

This is a demonstration assessment using fictional data.

Assessment Criteria**1. Regular attendance at group meetings**

Score 1 : Missed several/most group meetings, always or often late, left early, digressed, giggled, day-dreamed or gossiped most of the time

Score 5 : Attended all meetings, stayed to agreed end, worked within timescale, active and attentive, prepared to be flexible about meeting times

	1	2	3	4	5
Harrison, George	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
McCartney, Paul	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ono, Yoko	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Starr, Ringo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Contribution of ideas to the task

Score 1 : Didn't come prepared, didn't contribute any ideas, tended to reject others' ideas rather than build on them

Score 5 : Thought about the topic in advance of the meeting, provided workable ideas which were taken up by the group, built on others' suggestions, and prepared to test out ideas with the group rather than keep quiet

	1	2	3	4	5
Harrison, George	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
McCartney, Paul	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ono, Yoko	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Starr, Ringo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Researching, analysing and preparing material for the task

Score 1 : Didn't do research, didn't do what was promised, didn't manage workload, didn't get involved with the task, allowed others to provide all the material

Score 5 : Did what was promised, brought materials for consideration by the group, did an equal share of the research and helped to analyse and evaluate the material

	1	2	3	4	5
Harrison, George	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
McCartney, Paul	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ono, Yoko	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Starr, Ringo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Contribution to co-operative group process

Score 1 : Did not take initiative, waited to be told what to do, always took the same role (leader, joker etc) regardless of circumstances, created conflict, and not prepared to review group progress

Score 5 : Left personal differences outside the group, willing to review group progress and tackle conflict in the group, took on different group roles as needed, kept group on track, willing and flexible but focussed on the task

	1	2	3	4	5
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

McCartney, Paul	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ono, Yoko	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Starr, Ringo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Supporting and encouraging group members

Score 1 : Sought only to complete the task, spoke over others and ignored their opinions, kept ideas and resources to themselves, insensitive to individuals' needs, did not contribute to the learning process

Score 5 : Keen to listen to others, encouraged participation, enabled a collaborative learning environment, sensitive to issues affecting group members, supported group members with specific needs

	1	2	3	4	5
Harrison, George	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
McCartney, Paul	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ono, Yoko	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Starr, Ringo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Practical contribution to end-product

Score 1 : Not willing to take on any task, did not take any responsibilities, unreliable so others felt the need to keep checking up, made a limited poor-quality contribution

Score 5 : Willing to try new things, not hogging the tasks, made a high level of contribution, took own initiative, reliable and produced high standard of work/presentation

	1	2	3	4	5
Harrison, George	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
McCartney, Paul	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ono, Yoko	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Starr, Ringo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

This section of the assessment is for you to provide general feedback and/or justification of the Score(s) you have awarded in the section above.

Harrison, George

McCartney, Paul

Ono, Yoko

Starr, Ringo

That concludes this peer assessment. To finish and submit your response click the *save Score(s)* button below. Once you have successfully submitted your responses you cannot go back and change your Score(s).

save Score(s)

