Collaborative Skills Self-Evaluation Form

# Description

An evaluation form that students will use to reflect on their collaborative skills. The form asks students to reflect on skills such as: making plans as a group, negotiating with others to make decisions and assign responsibilities, suggesting ideas and sharing opinions, listening to others’ ideas and opinions with respect, inviting others to contribute ideas and opinions, managing conflict, and adhering to group agreements and norms. The self-evaluation form can be used as a pre- and post-evaluation. For example, students might be asked to answer the questions at the beginning of the quarter and again at the end of the quarter to reflect on how they have grown in their skills.

# Why Have Students Self-Evaluate their Skills

There is a lot of value in having students assess their own strengths and weaknesses before *and* after starting a group project. By understanding the differences in each student’s self-evaluation and identifying which skills need special focus during the project or quarter, the instructor has a chance to see a change in the student’s attitude and skill level. This can greatly improve the effectiveness of overall student assessment and confirmation of student learning outcomes. The following template can also help focus a student’s attention on which skills they may excel at versus skills that may need to improve. As an instructor, this can also allow you to gain insight into which students may have more needs than others, which students are likely to succeed, and what specific skills each student should strive to improve on throughout the project or quarter.

# How to Use the Self-Evaluation Form

The following self-evaluation form is designed to be relatively self-explanatory, which should make it easier and more approachable for students to fill out honestly and effectively. Make sure the students understand the self-assessments, both initial and post, will only be seen by the instructor, and that while it contributes to your overall grade, being honest with your self-assessment is key and the self-assessment is graded for completion only.

Each section has a set of skills listed and a grading scale of 1-5; 1 being poor and 5 being excellent in the self-evaluation. Next to each numbered answer is a section for each student to give some qualitative information as to why they chose their answer and to explain either why they rated themselves so positively or negatively. This will be done prior to the beginning of the project or quarter and turned into the instructor for evaluation. Upon completion of the project or quarter, the initial self-evaluation report will be returned to the student, at which time they will complete the same survey, with special attention to which skills they hopefully improved upon. This also gives the students a way to qualitatively discuss what they improved upon, and if there were any circumstances by which they were unable to show improvement. This form is designed to highlight progress and trends towards improvement, as opposed to a singular assessment.

# Connection to Seattle Central Learning Outcomes

Self-evaluating collaborative skills contributes to student development in the following College-Wide Learning Outcome:

Collaborate: Work effectively with others to learn, complete tasks, and pursue common goals:

* Identify problems and create action plans
* Apply understanding and knowledge of group process
* Pursue and critically evaluate different social and cultural perspectives
* Manage conflict productively

# How do Students Demonstrate that they have Achieved these Learning Outcomes?

Students rate themselves on each skill and provide a narrative to explain their self-assessments.

**Collaboration Skills Self-Assessment**

Instructions: Rate yourself on each skill on a scale of 1 to 5 (1 = needs improvement, 5 = excellent). Explain your scores in the middle column. You will rate yourself on each skill again at the end of the quarter.

|  |  |  |  |
| --- | --- | --- | --- |
| **Skills** | **Initial Self-Assessment** | **Provide details about your initial**  **self-assessment** | **End of Term Self-Assessment** |
| Communication:  Listening and Expression of ideas |  |  |  |
| Emotional Intelligence:  Understanding the feelings of others and how to integrate others’ needs and wants. |  |  |  |
| Work Effectively with Others:  Overcoming differences of opinion and respecting cultural norms |  |  |  |
| Time/Resource Management:  Determining group goal outcomes, timelines, and allocating responsibilities |  |  |  |
| Doing The Work:  Providing quality work in a timely manner. |  |  |  |
| Other: Choose a skill you would like to work on |  |  |  |