

## Facilitator/Self Assessment

Student:  
Completed by:

Phase/Group:  
Date:

Instructions: This assessment is completed twice each quarter for each student, once before midterm and again at the end of the quarter. Facilitators and students each complete their own copies, which must include both ratings and written comments reflecting student strengths and areas needing improvement. Suggested intervention strategies for addressing improvement should also be included. The assessments are then discussed at a meeting of the facilitators with each student. At the end of the meeting, a final copy (which should reflect input from both facilitators and the student) is prepared and submitted to the Continuum office.

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Scale:

0-69 = Unsatisfactory    Rarely demonstrates skill in this area or is inconsistent  
70-89 = Satisfactory    Consistently demonstrates satisfactory skills  
90-100 = Excellent    Shows leadership in this area and is consistently effective

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### CRITICAL THINKING AND PROBLEM SOLVING

- Able to identify key issues and information
- Uses evidence drawn from appropriate sources to develop an argument or position
- Formulates appropriate hypotheses (e.g., generates ideas/provides basis)
- Identifies new information needed to address issues or test hypotheses
- Evaluates and modifies hypotheses in light of new evidence

\_\_\_\_\_ (Block total 1-100)

Comments: (Include areas that need improvement)

### LEARNING IN THE GROUP SETTING

- Adds new, relevant information to group discussion (pushes to extend knowledge)
- Asks pertinent, appropriate questions
- Participates in the formation of learning issues (encourages issues in new areas)
- Able to summarize information clearly and succinctly
- Able to integrate information from various sources
- Willing to share skills and knowledge with the group

\_\_\_\_\_ (Block total 1-100)

Comments: (Include areas that need improvement)

### **LIFE-LONG LEARNING SKILLS**

- Takes responsibility for his or her own learning
- Shows an awareness of strengths and weakness (e.g., admits errors; identifies what he or she does/does not know)
- Identifies and uses a range of learning resources (e.g., brings in or refers to books, journals, audio-visual and computer-based materials, experts, labs, community resources, used or referred to in the group)
- Demonstrates ability to comment on the pros and cons of the various types of resources for the particular items of information sought

\_\_\_\_\_ (Block total 1-100)

Comments: (Include areas that need improvement)

### **INTERPERSONAL AND GROUP SKILLS**

- Acts as a dependable group member, regularly attends meetings, arrives punctually, respects group decisions
- Willing to take on assigned roles (e.g., scribe) without dominating them
- Encourages and respects the contributions of others
- Collaborates with group members, shows a willingness to compromise
- Gives constructive feedback (praise as well as criticism) to others, accepts constructive feedback from others

\_\_\_\_\_ (Block total 1-100)

Comments: (Include areas that need improvement)

\_\_\_\_\_ **Overall Component Score = Average of Block totals**

**Overall comments:** Describe one or two specific strengths this student/you bring(s) to the group. Then, describe one or two specific needed improvements and the action plan to achieve these.