

# BME Design: Peer and self evaluation

The purpose of the peer and self-evaluation provides an opportunity for you to reflect on your team experience, much like a performance review in industry. One goal of BME design is to assist you in becoming more self-directed, and to think critically about your work and that of others. This is your opportunity to assess individual effectiveness. The evaluation, found in Canvas, takes you to an external tool called "Feedback Fruits" and it consists of three parts: 1) the scoring rubric 2) a comment section, and 3) once the evaluation is complete, a reflection upon the process, the comments you received and any additional (confidential) information you want to provide to your instructor. Details for each are provided below.

## Feedback to your teammates

**Due: Wednesday, 11:59 pm (with preliminary AND final deliverables); BME 201 - see canvas or the schedule.**

The information you provide in the **rubric and comments are shared anonymously** with your teammates, so, make sure your feedback is constructive. The scoring and comments will appear as from "anonymous fruits" (randomly named) when your teammate reviews them. A few things to consider:

- It is not important for each individual in a team to excel in all aspects of what the team does.
- This should be your own evaluation. Please answer objectively and honestly.
- It is not appropriate to discuss your evaluation with other team members prior to completing the form.

## Scoring rubric

Provide a score for yourself and each team member on the following criteria using the following rubric. Comments can be made in the next section.

Criteria	10	7	4	1
<b>Inclusion and belonging</b>	Makes me feel like I belong in the group. "This group is a space for me, and I have power or control in it to shape what happens."	Makes me feel welcome in the group. "I am accepted in this space and my contributions are used by others to control or shape what happens."	Makes me feel tolerated in the group. "I can be here, my contributions are considered, but my voice does not change or shape what happens."	Makes me feel excluded in the group. "My presence and contributions are not wanted."
<b>Equity and team climate</b>	Consistently treats all team members respectfully. Consistently encourages diverse opinions and perspectives, interrupts negative or microaggressive dialogue if it occurs (including hurtful, racist, or sexist comments), applies preferred pronouns & names, and is receptive to feedback on offensive language/behavior if it occurs.	Treats most team members respectfully. Mostly listens to and supports diverse opinions & perspectives, tries to interrupt negative or microaggressive dialogue if it occurs, attempts to apply preferred pronouns & names but sometimes forgets, is mostly responsive to feedback on offensive language/behavior if it occurs.	Sometimes treats team members respectfully. Sometimes listens to diverse opinions and perspectives, rarely interrupts negative or microaggressive dialogue if it occurs, often forgets to apply preferred pronouns & names, is barely responsive to feedback on offensive language/behavior if it occurs.	Does not treat team members respectfully. Shuts down others opinions that are not similar to their own, ignores negative or microaggressive dialogue if it occurs, makes no effort to apply preferred pronouns and names, non-responsive or defensive to feedback on offensive language/behavior if it occurs.

<b>Attitude</b>	Never is publicly critical of the project or the work of others. Always has a positive attitude about the task(s).	Rarely is publicly critical of the project or the work of others. Often has a positive attitude about the task(s).	Occasionally is publicly critical of the project or the work of other members of the group. Usually has a positive attitude about the task(s).	Often is publicly critical of the project or the work of other members of the group. Often has a negative attitude about the task(s).
<b>Focus on the task</b>	Consistently stays focused on the task and what needs to be done. Very self-directed.	Focuses on the task and what needs to be done most of the time. Other group members can count on this person.	Focuses on the task and what needs to be done some of the time. Other group members must sometimes nag, prod, and remind to keep this person on-task.	Rarely focuses on the task and what needs to be done. Lets others do the work.
<b>Time management</b>	Routinely uses time well throughout the project to ensure things get done on time. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Usually uses time well throughout the project, but may have procrastinated on one thing. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Tends to procrastinate, but always gets things done by the deadlines. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Rarely gets things done by the deadlines AND group has to adjust deadlines or work responsibilities because of this person's inadequate time management.
<b>Contributions</b>	Routinely provides useful ideas when participating in group discussions. A definite team player who contributes a lot of effort.	Usually provides useful ideas when participating in group discussions. A strong group member who tries hard.	Sometimes provides useful ideas when participating in group discussions. A satisfactory group member who does what is required.	Rarely provides useful ideas when participating in group discussions. May refuse to participate.
<b>Problem-solving</b>	Actively looks for and suggests solutions to problems. Holistically approaches problems to understand them from multiple perspectives.	Refines solutions suggested by others.	Does not suggest or refine solutions, but is willing to try out solutions suggested by others.	Does not try to solve problems or help others solve problems. Lets others do the work.
<b>Leadership qualities</b>	Regardless of team role: Demonstrates integrity (approachable, fair, honest); communicates effectively with the team; is self-aware (uses their strengths to improve the team and seeks assistance to compensate for any weaknesses); motivator (seeks to motivate teammates rather than manage); and is resilient in the face of obstacles.	Demonstrates some of these qualities or most of them moderately well and/or sometimes.	Demonstrates one of these qualities, but not the others well or sometimes demonstrates these qualities.	Does not demonstrate any of these qualities.

## Comment section

You are required to provide at least one comment for each of the following prompts for yourself and each teammate. Consider comments related to the scores provided above as well as on key qualities and contributions the individual made to the team and project:

- Positive Feedback: Describe positive attributes and key contributions the individual made to the team (such as leadership qualities, communication, research, specialized skills, etc.). These are qualities that you would like to see the individual continue to excel at.

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- Constructive criticism: How could this individual have improved their performance within the team. These are qualities the individual could bring more of to the team or develop further. These should especially relate to scores less than four above and be directed and written in a way that is constructive and helpful.

# Reflection

**Open: 8:00 am (day after the above feedback is submitted)**

**Due: Sunday 11:59 pm (after deliverables)**

This is a **private** reflection that will be shared with ONLY your instructor.

After you receive the feedback from your peers, write a detailed reflection that addresses the following:

- Thoughts, emotions, lessons learned, etc. from the feedback you received.
- Describe your experiences in this course, summarize your contributions and highlight what you have learned.
- Detail the contributions of your teammates (including justifying the scores above).
- Describe how your team has worked together. If there is anything you would like to share with your instructor about your team dynamic that you did not include in the reviews that you shared with your teammates you may do so here (confidentially).
- BME 300: Reflect on how you have mentored your BME 200 teammates on this project. Give examples of your leadership, knowledge of the design process, and guidance.
- BME 200: Reflect on how you have been mentored by your BME 300 teammates on this project. Give examples of their leadership, knowledge of the design process, and guidance.

# Grading

This activity is graded as part of the participation grade with the following breakdown:

- 50% - Completed giving feedback using the rubric and comment section (final 34%)
- 16% - Based on the scores received by peers (final 32%)
- 14% - Read all received feedback
- 20% - Completed the written reflection

# Help

For a quick overview of the general steps you, the student must follow and how to use Feedback Fruits, see this helpful video: <https://youtu.be/kCfHmqxrEeE> or [how-to guide](#).