

Figure <b>5.3</b>	<b>Self-Assessment of Group Work</b>
Name: _____ Date: _____ Project: _____  Members of my group: _____ _____ _____	
Please rank yourself based on your contributions to the group. Circle the number that best describes your work.  5 = Always      4 = Almost Always      3 = Sometimes      2 = Once or Twice      1 = Never	
I completed my tasks on time.	5   4   3   2   1
I contributed ideas to the group.	5   4   3   2   1
I listened respectfully to the ideas of others.	5   4   3   2   1
I used other people's ideas in my work for the project.	5   4   3   2   1
When I was stuck, I sought help from my group.	5   4   3   2   1
Additional comments:    	

From *Language arts workshop: Purposeful reading and writing instruction* (p. 403), by N. Frey and D. Fisher, 2006, Upper Saddle River, NJ: Pearson/Merrill/Prentice Hall.

- Not everything needs peer feedback. Too much feedback can result in an overload of information.
- Teachers, not students, should offer feedback on the details and mechanics of the piece. Peer response should not turn classmates into miniature teachers. Instead, peers can provide reactions as a fellow reader, writer, or audience member related to what they understood and what might be confusing (Frey & Fisher, 2006).

We writing for  
 to choose for