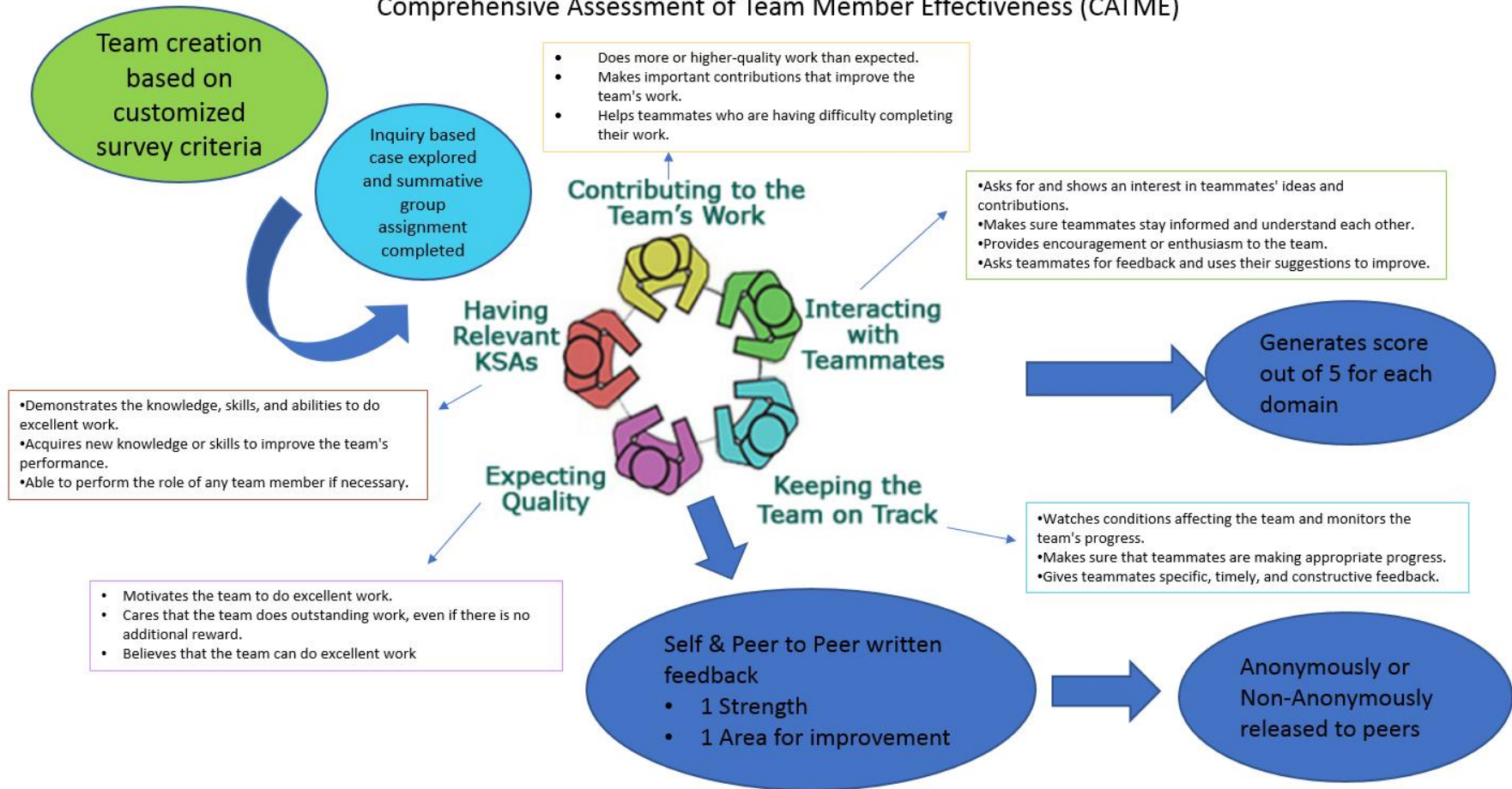


Comprehensive Assessment of Team Member Effectiveness (CATME)



Team creation questions

Questions related to:

- Previous educational experience
- Student availability for group work
- Learning Style
- Communication strength
- Self evaluated oral and written language skills
- Linguistic abilities

Example of CATME domain Contributing to the team's work

<ul style="list-style-type: none"> • Does more or higher-quality work than expected. • Makes important contributions that improve the team's work. • Helps teammates who are having difficulty completing their work.
<p>Demonstrates behaviors described immediately above and below.</p>
<ul style="list-style-type: none"> • Completes a fair share of the team's work with acceptable quality. • Keeps commitments and completes assignments on time. • Helps teammates who are having difficulty when it is easy or important.
<p>Demonstrates behaviors described immediately above and below.</p>
<ul style="list-style-type: none"> • Does not do a fair share of the team's work. Delivers sloppy or incomplete work. • Misses deadlines. Is late, unprepared, or absent for team meetings. • Does not assist teammates. Quits if the work becomes difficult.

Peer to peer comment evaluation

	Peer
5	Reflective and professional <ul style="list-style-type: none"> • Aligns with CATME score given to each peer • Strengths outlined with detail of specific behaviors that contribute to group • Areas for Improvements are clearly and supportively identified <ul style="list-style-type: none"> ◦ Framed as opportunity to improve rather than weakness • Acknowledges group dynamic as a contributing factor and potential resource for improvement
4	Reflective <ul style="list-style-type: none"> • All of the above elements are present, except improvements are not worded in a support way <ul style="list-style-type: none"> ◦ Negatively framed (uses but or however) ◦ Not actionable suggestion for improvement • Aligns with CATME domain scores
3	Less reflection <ul style="list-style-type: none"> • Missing specific details of contribution to group learning and area of improvement • customized comments to each group member (<u>not</u> cut & paste) • Some alignment with CATME scores for peers
2	Minimally reflective <ul style="list-style-type: none"> • Cut & paste comments for multiple group members (even if both strength and area for improvement are identified) <ul style="list-style-type: none"> OR • <u>Missing</u> either strengths OR areas for improvement • Missing specific details of contribution
1	Not reflective <ul style="list-style-type: none"> • Doesn't align with CATME score • Comments are unprofessional in nature • Missing both specific strengths AND areas for improvement • Generic comments • No specific feedback (i.e. good job!) • Unprofessional comments
0	<ul style="list-style-type: none"> • No written comments • CATME not completed

References: Catme.org

Ohland, M et al. (2012). The comprehensive assessment of team Member effectiveness. Academy of Management Learning & Education. 11(4). pg. 609-630