

**Student Evaluation of Team Member’s Participation on Project (20 points)\***  
**ANSC 445 Commercial Poultry Management–Specialty Bird Market**

Name of student being evaluated \_\_\_\_\_

Name of student evaluator \_\_\_\_\_

|   | <b>Benchmark<br/>1</b>   | <b>Milestones</b>  |  | <b>Capstone<br/>4</b>  |
|---|--|--|--|--|
|   | 1  | 2  | 3  | 4  |
| Contributes to Team Meetings                      | Shares ideas but does not advance the work of the group.   | Offers new suggestions to advance the work of the group.   | Offers alternative solutions or courses of action that build on the ideas of others.   | Helps the team move forward by articulating the merits of alternative ideas or proposals.  |
| Facilitates the Contributions of Team Members     | Engages team members by taking turns and listening to others without interrupting.   | Engages team members in ways that facilitate their contributions to meetings by restating the views of other team members and/or asking questions for clarification.   | Engages team members in ways that facilitate their contributions to meetings by constructively building upon or synthesizing the contributions of others.  | Engages team members in ways that facilitate their contributions to meetings by both constructively building upon or synthesizing the contributions of others as well as noticing when someone is not participating and inviting them to engage.   |
| Individual Contributions Outside of Team Meetings | Completes all assigned tasks by deadline.  | Completes all assigned tasks by deadline; work accomplished advances the project.  | Completes all assigned tasks by deadline, work accomplished is thorough, comprehensive, and advances the project.  | Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project. Proactively helps other team members complete their assigned tasks to a similar level of excellence.   |
| Fosters Constructive Team Climate                 | <p>Supports a constructive team climate by doing any one of the following:</p> <ul style="list-style-type: none"> <li>• Treats team members respectfully by being polite and constructive in communication.</li> <li>• Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work</li> <li>• Motivates teammates by expressing confidence about the importance of the task and the team’s ability to accomplish it.</li> <li>• Provides assistance and/or encouragement to team members.</li> </ul> | <p>Supports a constructive team climate by doing any two of the following:</p> <ul style="list-style-type: none"> <li>• Treats team members respectfully by being polite and constructive in communication.</li> <li>• Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work</li> <li>• Motivates teammates by expressing confidence about the importance of the task and the team’s ability to accomplish it.</li> <li>• Provides assistance and/or encouragement to team members.</li> </ul> | <p>Supports a constructive team climate by doing any three of the following:</p> <ul style="list-style-type: none"> <li>• Treats team members respectfully by being polite and constructive in communication.</li> <li>• Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work</li> <li>• Motivates teammates by expressing confidence about the importance of the task and the team’s ability to accomplish it.</li> <li>• Provides assistance and/or encouragement to team members.</li> </ul> | <p>Supports a constructive team climate by doing all of the following:</p> <ul style="list-style-type: none"> <li>• Treats team members respectfully by being polite and constructive in communication.</li> <li>• Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work</li> <li>• Motivates teammates by expressing confidence about the importance of the task and the team’s ability to accomplish it.</li> <li>• Provides assistance and/or encouragement to team members.</li> </ul> |
| Responds to Conflict                              | Passively accepts alternate viewpoints/ideas/opinions.   | Redirecting focus toward common ground, toward task at hand (away from conflict).  | Identifies and acknowledges conflict and stays engaged with it.  | Addresses destructive conflict directly and constructively, helping to manage/resolve it in a way that strengthens overall team cohesiveness and future effectiveness.   |
|   |  |  | <b>Total Points for Team Work</b>  |  |

\*Evaluators are encouraged to assign zero to any work that does not meet benchmark level performance. Developed by the Association of American Colleges and Universities.

**Evaluating Written Report (54 points) ANSC 445 Commercial Poultry Management – Specialty Bird Market\***

| <b>CATEGORY</b>                             | <b>Benchmark 3</b>   | <b>Milestone 5</b>   | <b>Milestone 7</b>  | <b>Capstone 9</b>   | <b>Points</b> |
|---|--|--|---|---|---------------|
| <b>Organization</b>                         | Information appears to be disorganized and is not logical.   | Information is organized, but paragraphs are not well-constructed.   | Information is organized with well constructed paragraphs.  | Information is very organized with well-constructed paragraphs & subheadings. The information is very logical.  |               |
| <b>Amount of Information</b>                | One or more topics were not addressed.   | All topics are addressed, & most questions answered with 1 sentence about each.  | All topics are addressed & most questions answered with at least 2 sentences about each   | All topics are addressed and all questions answered with at least 2 sentences about each.   |               |
| <b>Quality of Information</b>               | Information has little or nothing to do with the main topic.                                       | Information clearly relates to the main topic. No details and/or examples are given.   | Information clearly relates to the main topic. It provides 1 to 2 supporting details and/or examples.   | Information clearly relates to the main topic. It includes several supporting details and/or examples.  |               |
| <b>Mechanics</b>                            | Many grammatical, spelling, or punctuation errors.   | A few grammatical, spelling, or punctuation errors.  | Almost no grammatical, spelling or punctuation errors   | No grammatical, spelling or punctuation errors.   |               |
| <b>Paragraph Construction</b>               | Paragraphing structure was not clear & sentences were not typically related within the paragraphs. | Paragraphs included related information but were typically not constructed well.   | Most paragraphs include introductory sentence, explanations or details, & concluding sentence.  | All paragraphs include introductory sentence, explanations or details, & concluding sentence.   |               |
| <b>Content/Relevancy to Animal Sciences</b> | Analysis is vague or not evident. Reader is confused or may be misinformed.                        | Information supports a central purpose or argument at times. Analysis is basic or general. Reader gains few insights. Central purpose or argument is not clearly identified. | Information provides reasonable support for a central purpose or argument and displays evidence of a basic analysis of a significant topic. Reader gains some insights. | Balanced presentation of relevant & legitimate information that clearly supports a central purpose or argument & shows a thoughtful, in depth analysis of a significant topic. Reader gains important insights. |               |
|   |  |  | <b>Total Points for Written Report</b>  |   |               |

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Developed by Information Technology Evaluation Services, NC Department of Public Instruction.

**Evaluating the Team’s Presentation (24 points) ANSC 445 Commercial Poultry Management–Specialty Bird Market\***

| <b>CATEGORY</b>          | <b>Benchmark 1</b>   | <b>Milestone 2</b>   | <b>Milestone 3</b>  | <b>Capstone 4</b>  | <b>Points</b> |
|--------------------------|--|--|---|--|---------------|
| <b>Organization</b>      | Audience cannot understand presentation because there is no sequence of information.                               | Audience has difficulty following presentation because team members jump around.                                   | Team members present information in logical sequence which audience can follow.                                   | Team members present information in logical, interesting sequence which audience can follow.                                     |               |
| <b>Subject Knowledge</b> | Team members do not have grasp of information; team members cannot answer questions about subject.                 | Team members are uncomfortable with information and are able to answer only rudimentary questions.                 | Team members are at ease with expected answers to all questions, but fail to elaborate.                           | Team members demonstrate full knowledge (more than required) by answering all class questions with explanations and elaboration. |               |
| <b>Graphics</b>          | Team members use superfluous graphics or no graphics   | Team members occasionally use graphics that rarely support text and presentation.                                  | Team member's graphics relate to text and presentation.   | Team member's graphics explain and reinforce screen text and presentation.   |               |
| <b>Mechanics</b>         | Presentation has four or more spelling errors and/or grammatical errors.   | Presentation has three misspellings and/or grammatical errors.   | Presentation has no more than two misspellings and/or grammatical errors.   | Presentation has no misspellings or grammatical errors.  |               |
| <b>Eye Contact</b>       | Team members read all of report with no eye contact.   | Team members occasionally use eye contact, but still read most of report.  | Team members maintain eye contact most of the time but frequently return to notes.                                | Team members maintain eye contact with audience, seldom returning to notes.  |               |
| <b>Elocution</b>         | Team members mumble, incorrectly pronounce terms, and speak too quietly for students in the back of class to hear. | Team member's voices are low, incorrectly pronounces terms. Audience members have difficulty hearing presentation. | Team member's voices are clear; most words are pronounced correctly. Most audience members can hear presentation. | Team members use a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.   |               |
|                          |  |  | <b>Total Points for Oral Presentation</b>   |  |               |

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