**PEER EVALUATION FORM**

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| SCOREBOOK PREPARED BY: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ APPLICANT #:\_\_\_\_\_  REVIEWED BY :\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE:\_\_\_\_\_\_\_\_\_\_\_\_  ***This review will be shared only with the Examiner whose scorebook you are evaluating.***  **Use the attached rating scale to evaluate any scorebook element you used to complete your consensus assignments. Circle the most appropriate score.** | | | | | | |
| **Scorebook Elements** | **Did not meet Expectations** |  | **Met Expectations** |  | **Exceeded Expectations** | **Actionable Comments and Specific Examples** |
| 1. **Independent Review**   **Scorebook** (see pg. 2 fordescriptions) | 1 | 2 | 3 | 4 | 5 |  |
| 2. **Consensus Review Worksheets** (see pg. 2 fordescriptions) | 1 | 2 | 3 | 4 | 5 |  |
| 3. **Criteria Knowledge** (see pg. 2 for descriptions) | 1 | 2 | 3 | 4 | 5 |  |
| 4. **Overall Scorebook Quality** | 1 | 2 | 3 | 4 | 5 |  |
| 5. **Team Member Skills** (e.g., met deadlines, provided feedback to teammates, on time for calls, prepared for calls, followed ground rules) | 1 | 2 | 3 | 4 | 5 |  |

Other comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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|  | **1 – Needs Improvement** | **2** | **3 – Met Expectations** | **4** | **5 – Exceeded Expectations** |
| **Independent Review (IR) Scorebook** | * Evidence consisted of one-word statements such as “systematic”, “deployed,” or “mature” or were left blank. * The applicant’s name/acronym was used. * Feedback ready comments were missing or did not meet most of the Comment Guidelines. * Portions of the 6-step evaluation were not completed. |  | * Evidence provides insights to how the applicant is meeting the Criteria requirements and link to key factors. * Comments that are very significant to the assessment are doubled (++ or --). * Feedback ready comments were written for all items and met most of the Comment Guidelines. * Scores aligned with the Strengths/OFIs |  | * Examiner indicated key Criteria requirements or key factors that were not addressed. * Evidence was provided for the evaluation factors including figure references. * Scores for the Items reflect holistic assessments. |
| **Consensus Review (CR) Worksheets** | * Many comments did not meet most of the Comment Guidelines. * Comments frequently were not a single thought, were prescriptive, and/or were judgmental. * All of the assigned CR Worksheets were not completed. * Balance and content of Item-level comments consistently did not reflect the Item score. * Comments did not provide actionable information for the applicant. * Rationale statements were not completed for the comments. * Multiple scores were missing |  | * Comments presented a single, complete thought, addressing requirements from the Criteria, using examples from the application, and linking to the organization’s key factors. * Comment balance and content was reflected in the score and did not appear to conflict with one another. * Worksheet showed appropriate use of ++ or -- on comments. * Scores were completed. * Comments were non-prescriptive and nonjudgmental, referenced appropriate figures, and met all other Comment Guidelines. * Results CR Worksheet comments identified levels and trends, segmentation, appropriate comparisons, and were appropriately linked to Process Items and key factors. |  | * All Comment Guidelines were met. * All comments were captured in proper format and style. * Scorebook comments could have been sent directly to the applicant with no changes. * Score reflected the appropriate evaluation factors and fit an overall holistic assessment of the Item. * Rationale statements were completed and provided insights into the Examiner’s synthesis of the IR worksheets * Comments were prioritized in order of importance for the applicant. |
| **Criteria Knowledge** | * Many comments were not linked to and did not reference the Criteria requirements. * Examiner did not recognize and cite critical information in the application that relates to many of the Criteria requirements. |  | * Comments demonstrated an understanding of the Criteria requirements and the significance of key factors in determining what requirements were most important for the applicant. * Comments demonstrated an understanding of key terms in Scoring Guidelines. * Appropriate scoring ranges were selected. * The benefit of the doubt was appropriately utilized. |  | * Clearly demonstrated comprehensive knowledge of the Criteria, Core Values, and Scoring Guidelines, and the relationships among and between these elements, including the organization’s key factors. * Linkages among Items, based on the applicant’s key factors, were well utilized and clearly evident. |
| **Team Skills** | * Missed process deadlines during IR and CR * Did not provide feedback for teammates during CR * Not on time for some calls * Did not follow all ground rules during consensus calls * Unprepared for consensus calls |  | * Met all process deadlines during IR and CR * On time for all calls * Provided feedback as an Item backup and team member * Followed ground rules during consensus calls * Prepared for consensus calls |  | * Met all process deadlines during IR and CR * Accepted and integrated appropriate feedback on CR Worksheets. * Provided feedback on all Item discussions during consensus calls * Willingly fulfilled other team roles |

**Scorebook Evaluation Rating Scale**