**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. **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.
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| **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.
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| **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.
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| **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
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**Scorebook Evaluation Rating Scale**