

Memo

To: All Business & Professional Communication Students
From: Dr. Alison Witte
Date: 8 January 2020
Re: Group Project Evaluation

The purpose of this memo is to outline the requirements for your group evaluation report.

You are to write a report in which you write a paragraph or two evaluating the performance of each member of your group (**including yourself**) using specific examples and give each member (including yourself) a letter grade. Grades should be awarded as follows:

A (95%) = This student did exemplary work. He or she took on extra responsibilities without being asked and often assumed a leadership role. He or she never or almost never missed group meetings and was always available. The quality of the work he or she did was excellent and never had to be redone or significantly altered.

B (85%) = This student did good work. He or she sometimes took on extra responsibilities and may have occasionally assumed a leadership role. He or she was almost always present at group meetings and was regularly available. The quality of the work he or she did was good and usually only needed slight alterations.

C (75%) = This student did average work. He or she did precisely what was asked, not more or less. Though not a leader, his or her presence was useful to the group. He or she made it to most group meetings and was available more often than not. The work he or she did was of average quality, often needing to be edited and adjusted, though never entirely redone.

D (65%) = This student did poor work. He or she did contribute to the project but often did less than what was asked. He or she never took a leadership role and was often either unhelpful or distracting. He or she frequently missed group meetings and was frequently unavailable. The work he or she did was of poor quality and almost always needed to be significantly altered in order to make it acceptable.

F (15%) = This student did terrible work. He or she contributed little or nothing to the project and was entirely unhelpful and/or distracting. He or she almost always missed group meetings and was hardly ever available. The work he or she did do was of extremely bad quality and often had to be entirely redone in order to make it acceptable. **This student should not receive the same grade as his or her group.**

Note: You may give “plus” or “minus” grades if you wish. These grades add or subtract 3%, so a B+ is an 88%, a B- an 82%. You must justify whatever grade you give with a paragraph of specific examples. If you want me to take a low or a high grade seriously, you have to be specific and concrete. **Conclude the memo by writing a paragraph in which you evaluate yourself and suggest a final grade for yourself—once again, be sure to include specific examples.**

ORGANIZATION

As a writer you must determine what information is most important to your audience. Keep in mind that, if you want me to take a low or a high grade seriously, you have to be specific and concrete.

Your evaluation report should include:

- A brief introduction (1 paragraph) that indicates the purpose of the report
- A section, identified by a heading, for each team member
- At least 1 paragraph for each team member that explains the grade you have assigned. You must justify whatever grade you give with a paragraph of specific examples

A final paragraph in which you evaluate yourself and suggest a final grade for yourself—once again, be sure to include specific examples.

ASSESSMENT

Your grade for this project is an average of the grades assigned by all group members (75%) and an assessment of the quality of the memo you have written (25%). This is your chance to distribute grades that reflect the quality and amount of work each group member did. These memos are submitted to me privately through Blue Quill, so be honest and be aware that your group members will probably do the same. If you haven't looked out for the well-being of your group throughout the semester, don't expect the group to look out for you now. Your writing will be assessed on how well you follow memo format, clarity, concision, and use of specific evidence to support your evaluations.

Additionally, while I will generally respect your judgements, I know what level of work you have done this semester, so don't try and convince me you all deserve A's if you earned a D on your proposal. Also remember that if you want to convince me you did excellent work this semester, a poorly written memo will not help you make your case.