



CATME

Peer Evaluation

www.CATME.org

Comprehensive Assessment of Team Member Effectiveness

When using teams in education, faculty often use peer evaluations and self-evaluations to assess how effectively each team member contributes to the team. The Comprehensive Assessment of Team Member Effectiveness (CATME) was developed for this purpose. This web-based instrument collects data on team-member effectiveness in five areas research has shown to be important.

1. Contributing to the team's work
2. Interacting with teammates
3. Keeping the team on track
4. Expecting quality
5. Having relevant knowledge skills and abilities

The CATME Peer Evaluation instrument is a behaviorally anchored rating scale, which describes behaviors typical of various levels of performance in each of the five categories. Raters select the category of behaviors that most closely matches the behavior of each student on their team (including themselves). The CATME website shows the instrument and allows faculty and students to practice using the system by rating fictitious team members.

Special Feature—helping professors understand what is happening in student teams

The system alerts faculty to exceptional conditions, which are rating patterns that warrant attention.

- **Low**—a student who rates him/herself as ineffective and who also receives “ineffective” ratings by teammates.
- **Overconfident**—a student rated as “ineffective” by teammates but rates him/herself as much more effective.
- **High**—a student who is rated as highly effective according to both teammate and self ratings.
- **Underconfident**—a student rated as highly effective by teammates but who under-rates her/himself.
- **Manipulator**—a student who rates him/herself as highly effective and who rates teammates as ineffective in disagreement with teammates. Such a student may be trying to influence the distribution of grades unfairly.
- **Conflict**—a team in which there is considerable disagreement among the various raters about the effectiveness of an individual student.
- **Clique**—a team in which cliques appear to have formed. The ratings show that subsets of the team rate members of their subset high and members of other subsets low.

Some of these conditions have more than one explanation. A student flagged as a “manipulator” might actually have performed a disproportionately large amount of the work on the project even though they worked to engage their teammates in the process. Thus, an instructor's involvement and judgment are critical when exceptional conditions are flagged. Though the formal study of these exceptions has not been completed, faculty using the system have reported that both the clique and conflict conditions have accurately provided early warnings of those conditions.

Study Describing Development and Validity Testing for the CATME Peer Evaluation Instrument

Ohland, M. W., Loughry, M. L., Woehr, D. J., Bullard, L. G., Felder, R. M., Finelli, C. J., Layton, R. A., Pomeranz, H. R., & Schmucker, D. G. (2012). The comprehensive assessment of team member effectiveness: Development of a behaviorally anchored rating scale for self and peer evaluation.

Academy of Management Learning & Education, 11, 609-630. This paper won the 2013 Maryellen Weimer Scholarly Work on Teaching and Learning Award.

For further information on the design of the CATME Peer Evaluation instrument, research supporting its use, or to request an account, go to www.CATME.org. The instrument is copyrighted.

The Online Interface

The CATME website is a secure interface for collecting data on team-member effectiveness and reporting different views of the data to faculty and students. The CATME system has a number of convenient features—the ability to upload student and team data from files generated by Excel; support for multi-section courses and teaching assistants; the ability to edit teams, reset surveys, send email reminders, and track survey completion. The system also allows students to make comments for instructors to read and can compute grade adjustments based on how the ratings patterns compare with faculty-specified criteria.

Faculty request an account at www.CATME.org. The process of defining a class and setting up teams is wizard-based, but a tutorial is available. Several typical screen shots are captured here:

<< Back Continue >>

Contributing to the Team's Work

Pat
Chris
Robin
Terry

Click here if Pat's behavior in "contributing to the team's work" is consistent with the descriptions in the top row.

Description of Rating

- 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.

Demonstrates behaviors described above and below.

The first of five rating categories: Contributing to the Team's Work.

Cancel

Basic Class Information

Please enter the following basic information which describes the new class. Many of the fields have been pre-filled based on the information you supplied when registering for the CATME system, though you are free to change any values you wish to. You must at least enter a name for this new class.

Class: School:

Term: 2006 Time Zone:

Type:

Next >>

The wizard-based interface for class creation in CATME is typical of other setup screens.

Summary Report View Comments View Raw Data Return to Main Page

Survey	Class	Term	Format	Prof	School
Exceptions Test	EE201-01	Fall 2005	Lecture	O'Feinstein	Clemson

Student	Team ID	Contrib. to Team	Interact w/ Team	Keeping on Track	Expect Quality	Having KSAs	Adj Factor (w/ Self)	Adj Factor (w/o Self)	Note
hesa, c.	newcliq	3.8	3.2	3.2	3.2	3.2	1.00	0.95	Clq
lms, c.	newcliq	3.2	3.2	3.2	3.2	3.8	1.00	0.95	Clq
ltsa, c.	newcliq	3.8	3.2	3.2	3.2	3.2	1.00	0.95	Clq
shesa, c.	newcliq	3.2	3.2	3.2	3.2	3.8	1.00	0.95	Clq
hesa, c.	newconf	3.2	3.2	3.2	3.2	3.2	0.85	0.79	
lms, c.	newconf	4.0	4.0	4.0	4.0	4.0	1.05	1.05	Conf
ltsa, c.	newconf	4.0	4.0	4.0	4.0	4.0	1.05	1.05	
shesa, c.	newconf	4.0	4.0	4.0	4.0	4.0	1.05	1.05	
hesa, h.	newhigh	3.0	3.0	3.0	3.0	3.0	0.90	0.88	
lms, h.	newhigh	4.0	4.0	4.0	4.0	4.0	1.05	1.05	
shesa, h.	newhigh	3.0	3.0	3.0	3.0	3.0	0.90	0.90	
hesa, l.	newlow	4.0	4.0	4.0	4.0	4.0	1.05	1.05	
lms, l.	newlow	2.0	2.0	2.0	2.0	2.0	0.57	0.56	Low
ltsa, l.	newlow	4.0	4.0	4.0	4.0	4.0	1.05	1.05	

Faculty summary results (raw data available).

Interacting with Teammates

How You Rated Yourself

How Your Teammates Rated You

Average Rating for You and Your Team

Description of Rating

- Asks for and shows an interest in teammates' ideas and contributions.
- Makes sure teammates stay informed and understand each other.
- Provides encouragement or enthusiasm to the team.
- Asks teammates for feedback and uses their suggestions to improve.

Demonstrates behaviors described above and below.

- Respects and responds to feedback from teammates
- Participates fully in team activities.
- Communicates clearly / Shares information with teammates.
- Listens to teammates and respects their contributions.

Demonstrates behaviors described above and below.

- Interrupts, ignores, bosses, or makes fun of teammates.
- Takes actions that affect teammates without their input. Does not share information.
- Complains, makes excuses, or does not interact with teammates.
- Is defensive. Will not accept help or advice from teammates.

Student results: by self, by team, average

CATME Peer Evaluation is part of the CATME SMARTER Teamwork system, which includes other team-support tools. The CATME online interface was developed by Deer Run Associates. This material is based upon work supported by NSF Awards 0243254 and 0817403.

