

Office of Academic Planning and Assessment

TSRI Scoring Guide

The Teamwork Self-Reflection Instrument is an inventory of qualitative data that must be quantified in order to produce scores for each domain, and an overall score for each student.

Each domain has four groups of check boxes, and each check box is worth a specific number of points.

	-1	1	2	3
Contributions to Group Activities	<input type="checkbox"/> I only contribute what is required to complete the project or task. <input type="checkbox"/> I almost always allow others to come up with ideas for completing the project.	<input type="checkbox"/> I may contribute some ideas and work to the group. <input type="checkbox"/> I generally allow others to take the lead in completing the group project.	<input type="checkbox"/> I actively contribute ideas and work that advance the project. <input type="checkbox"/> I make sure that my ideas are considered or used to complete the project.	<input type="checkbox"/> I help integrate the work and ideas of all group members to complete the project. <input type="checkbox"/> It's less important to me who suggested ideas than whether those ideas help complete the project.

In the above domain there are two sets of parallel choices as you read across (two “rows” of options for the same idea). Ideally, the student will check one box for the first set, and one box for the second set. If they check both boxes in the fourth column, each box is worth 3 points for a total of 6 points in that domain.

Conversely, if they check box boxes in the first column, they would have -2 points. They may also check across columns (ex. Second column for the first row of boxes, third column for the second row of boxes for a total of 3 points).

Some students may also check multiple boxes in the same row. For example, column 2, 3, and 4 for the first row. In order to score that row, add all of the points and divide by the number of columns selected to determine the average. In this example: $1+2+3 = 6 \text{ points} \div 3 \text{ columns} = 2 \text{ points}$. If the student checks column 1, 2, and 3 for the same row: $-1+1+2 = 2 \text{ points} \div 3 \text{ columns} = 0.67 \text{ points}$.

Note the following:

Domain 1: 2 sets of points (for the two corresponding rows) – add together for a domain total (max 6)

Domain 2: 4 sets of points (max 12)

Domain 3: 3 sets of points (max 9)

Domain 4: 5 sets of points (max 15)

Domain 5: 3 sets of points (max 9)

Contributions to Group Activities	<input type="checkbox"/> I only contribute what is required to complete the project or task. <input type="checkbox"/> I almost always allow others to come up with ideas for completing the project.	<input type="checkbox"/> I may contribute some ideas and work to the group. <input type="checkbox"/> I generally allow others to take the lead in completing the group project.	<input type="checkbox"/> I actively contribute ideas and work that advance the project. <input type="checkbox"/> I make sure that my ideas are considered or used to complete the project.	<input type="checkbox"/> I help integrate the work and ideas of all group members to complete the project. <input type="checkbox"/> It's less important to me who suggested ideas than whether those ideas help complete the project.
Contributions to Group Discussions	<input type="checkbox"/> I only participate in group discussions when required. <input type="checkbox"/> I never lead the group discussion. <input type="checkbox"/> I don't contribute to group discussions unless I'm asked a direct question. <input type="checkbox"/> I don't feel that a lot of discussion is necessary to complete a group project.	<input type="checkbox"/> I almost never lead the group discussion. <input type="checkbox"/> I sometimes ask questions for clarification during group discussions. <input type="checkbox"/> I'm usually quiet in group discussions, but will speak up if I feel it's very important. <input type="checkbox"/> I'm willing to let others talk if it will get the project completed faster.	<input type="checkbox"/> Sometimes I'll ask questions or restate the views of other team members to clarify their ideas. <input type="checkbox"/> I often find myself leading group discussions. <input type="checkbox"/> I sometimes dominate the group discussion with my views and opinions. <input type="checkbox"/> I'm more interested in getting the work done than ensuring all group members are participating equally.	<input type="checkbox"/> I take turns in conversations with group members and listen to others without interrupting. <input type="checkbox"/> I constructively build upon or combine the contributions of others. <input type="checkbox"/> I notice when someone is not participating and invite them to engage in the conversation. <input type="checkbox"/> I feel that it's important for group discussions to involve all group members.
Time and Task Management	<input type="checkbox"/> I generally let my group members establish any timelines for completing work. <input type="checkbox"/> I complete the work that is assigned to me by the group, but don't really go beyond that. <input type="checkbox"/> I sometimes don't complete my work by established deadlines.	<input type="checkbox"/> I am involved with establishing timelines for completing work, but generally let others take the lead. <input type="checkbox"/> I may volunteer to complete certain tasks, if no one else is willing to do them. <input type="checkbox"/> I generally complete all my work by established deadlines.	<input type="checkbox"/> I take the lead in determining timelines for completing work by the group, and am willing to assign tasks to other group members. <input type="checkbox"/> I will volunteer for tasks that I see as being more difficult. <input type="checkbox"/> I complete all of my assigned work on time.	<input type="checkbox"/> I work with my group members to determine timelines and to identify the best person to complete each task. <input type="checkbox"/> I will volunteer for the tasks that I feel I am best suited to complete. <input type="checkbox"/> I complete most or all of my tasks ahead of schedule.
Interactions with Group Members	<input type="checkbox"/> I'm sometimes impolite or short with my group members. <input type="checkbox"/> I may use negative tones when I write or speak to my group members about our project. <input type="checkbox"/> I sometimes display negative facial expressions and body language when I interact with my group members. <input type="checkbox"/> I sometimes speak negatively about the project or task my group is trying to complete. <input type="checkbox"/> I avoid helping my group members accomplish tasks.	<input type="checkbox"/> I try not to be rude or impolite with my fellow group members. <input type="checkbox"/> I sometimes use both positive and negative tones when I write or speak to my group members about our project. <input type="checkbox"/> I use both positive and negative facial expressions and body language when I interact with my group members. <input type="checkbox"/> I sometimes speak both positively and negatively about the project or task my group is trying to complete. <input type="checkbox"/> I provide help to my group members, if asked, but don't go out of my way to do so.	<input type="checkbox"/> I'm generally kind and polite with my fellow group members. <input type="checkbox"/> I generally use positive tones when I write or speak to my group members about our project. <input type="checkbox"/> I generally display positive facial expressions and body language when I interact with my group members. <input type="checkbox"/> I generally speak positively about the project or task my group is trying to complete. <input type="checkbox"/> I don't mind helping my fellow group members if they need it.	<input type="checkbox"/> I'm almost always kind and polite with my fellow group members. <input type="checkbox"/> I almost always use positive tones when I write or speak to my group members about our project. <input type="checkbox"/> I almost always display positive facial expressions and body language when I interact with my group members. <input type="checkbox"/> I almost always speak positively about the project or task my group is trying to complete. <input type="checkbox"/> I will go out of my way to assist my fellow group members if they need help.
Responses to Inter-group Conflict or Disagreement	<input type="checkbox"/> I feel that conflict in a group is never good and should be avoided if possible. <input type="checkbox"/> I generally do not voice my opinion when group conflict occurs. <input type="checkbox"/> When conflict occurs I let people work out their own disagreements.	<input type="checkbox"/> I feel that there is generally a right-side and a wrong-side in group conflicts. <input type="checkbox"/> When conflict occurs I think it's best to focus on common ground and to minimize the conflict. <input type="checkbox"/> I allow others to take the lead in	<input type="checkbox"/> When conflict occurs I can recognize and appreciate the value of different perspectives. <input type="checkbox"/> I take the lead in combining the ideas of group members to resolve the conflict. <input type="checkbox"/> I try to resolve the conflict as quickly and efficiently as possible so it does not distract	<input type="checkbox"/> I recognize conflict can be both destructive and constructive. <input type="checkbox"/> I work with my group members to resolve the conflict in a way that strengthens the group and the project. <input type="checkbox"/> I work with my group members to resolve the conflict, even if it takes more time and work.

- Score directly on the instrument in ink other than black to make it easier to read.
- If it appears that the student failed to understand the instructions by checking very few boxes (ex. Only one box per domain) set those aside to be determined how to proceed. Those may be excluded.
- Input scores into the spreadsheet "TSRI Scores" located in the Common Drive Teamwork folder.