

### Graduate Teaching Assistant (GTA) Performance Evaluation

GTA: \_\_\_\_\_ Instructor: \_\_\_\_\_

Semester: \_\_\_\_\_ Year: \_\_\_\_\_ Course: \_\_\_\_\_

1. Rate the quality of the GTA's performance of each pedagogical task below. Using the well-known National Science Foundation rating scale, type the number indicating your rating in the box for each task. Type "n/a" in the box for a task that you are unable to judge or which you did not ask the GTA to perform.

	<b>Poor</b>		<b>Fair</b>		<b>Good</b>		<b>Very Good</b>		<b>Excellent</b>	
	1	2	3	4	5	6	7	8	9	10
_____ leading recitation sections or labs										
_____ facilitating in-class activities/discussions										
_____ answering students' questions										
_____ leading review sessions										
_____ managing/updating resources/information on D2L										
_____ preparing exam questions										
_____ grading exams/papers/quizzes										
_____ developing supplementary course materials (e.g., bibliographies, teaching exercises, study guides, etc.)										
_____ delivering lectures										
_____ performing other duties: (please describe)										

2. Overall, how would you rate the quality of the GTA's performance this semester? Use the NSF rating scale. Justify your rating below.

	<b>Poor</b>		<b>Fair</b>		<b>Good</b>		<b>Very Good</b>		<b>Excellent</b>	
	1	2	3	4	5	6	7	8	9	10

Justification:

3. Select each source of information you used to evaluate the GTA's performance of the above tasks.

- direct observations before, during, or after class meetings
- classroom visit(s) in GTA's recitation section or lab
- direct feedback from undergraduates enrolled in the course
- mid-semester feedback survey
- end-of-semester course evaluations (Student Assessment of Learning Gains or SALG)
- other information sources(s): (please describe)

4. Graduate school is an intellectual apprenticeship during which students hone their craft and develop their skills under the supportive guidance of senior scholars. Please use this opportunity to provide the student with formative feedback on their pedagogical development. You may consider any of the following skills and more: *lecturing/presenting; facilitating discussion; creating and/or implementing learning assessments; creating and/or using rubrics; responding to students' questions; using course management software (e.g., D2L); written communication; oral communication; time management; etc.*

Use the following operational definitions for the rubric ratings below:

- **novice:** requires much help/guidance; struggles to produce acceptable work; makes regular errors
- **developing:** requires modest help/guidance; regularly produces acceptable work with occasional errors
- **competent:** requires minimal help/guidance; nearly always produces acceptable work with no errors
- **masterful:** independently produces high-quality work in a consistent manner

A. Which, if any, of the student's skills would you rate as "novice" or "developing?"

B. Which, if any, of the student's skills would you rate as "competent?"

C. Which, if any, of the student's skills would you rate as "masterful?"

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Instructor Signature

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Date

Although my signature does not necessarily indicate concurrence, I have read this evaluation and discussed it as needed with my supervising instructor.

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GTA Signature

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Date