**学生自评**

班级\_\_ \_ 第（ ）小组 小组长\_\_\_\_\_\_\_\_ 发言人\_\_\_\_\_\_\_

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| **个人评价** | | | | **小组加分** | | |
| **姓名** | **表现摘录** | **自评** | **互评** | **次数** | **加分** | **总 分** |
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| **教师评价** | | | | | | |

评价标准：

A.课堂活动中积极参与，与小组成员团结协作，效果好。5分

B.能较好参与课堂活动，团结合作，效果还好。4分

C.遵守课堂纪律，与小组同学相互配合。3分

D.不能做到以上三点。2分

在班级内组成合作学习小组。小组活动完毕后，由小组长负责组织大

家进行自评和互评，并记录在“小组合作学习评价表”。

次数：表示在小组内加分几次。加分1次得1分。

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| **小组合作学习评价表**    组别：第    小组 组长：   |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | 小组子课题（活动）名称 | |  | | | | | | | | | | 组长 | |  | 组员 | | | 人 | | | | | | 活动起止时间 | |  | | | | | | | | | | A.小组合作评价 | | | | | | | | | | | | 组长所做组织工作 | | 很好 | | | 一般 | | | | 差 | | | 小组合作情况 | | 很好 | | | 一般 | | | | 差 | | | 小组活动中遇到什么困难，如何克服： | | | | | | | | | | | | 小组活动中谁在哪些方面表现最突出，其突出之处是什么： | | | | | | | | | | | | 小组活动中存在哪些不足，对于以后有什么启发： | | | | | | | | | | | | 简要分析小组成绩和不足： | | | | | | | | | | | | 组长签名：    组员签名： | | | | | | | | | | | |  | **教师对小组评价** | | |  | | |  |  | |  | | |

**日期：                  　　　　　　　　班级：**

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| **评价内容**  **分值**  **组别** | **小组内学生分工明确**  **(20分)** | **小组内学生的参与程度**  **(20分)** | **认真倾听、互助互学**  **(20分)** | **合作交流中能解决问题**  **(20分)** | **自主、合作、探究的氛围**  **(20分)** | **总分**  **(100分)** |
| **第１组** |  |  |  |  |  |  |
| **第２组** |  |  |  |  |  |  |
| **第３组** |  |  |  |  |  |  |
| **第４组** |  |  |  |  |  |  |
| **第５组** |  |  |  |  |  |  |
| **总评价**  **备注** |  | | | | | |

学生参与小组合作学习评分细则

**第（ ）组**

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| --- | --- | --- | --- | --- |
| **参与小组学习活动的表现** | **评 价 等 级** | | | |
| **优** | **良** | **中** | **差** |
| **1与其他同学合作与交流** | **5** | **4** | **3** | **2** |
| **2认真听取其他同学的意见** | **5** | **4** | **3** | **2** |
| **3表达自己的观点和意见** | **5** | **4** | **3** | **2** |
| **4与其他同学共同制定计划** | **5** | **4** | **3** | **2** |
| **5与其他同学共同完成任务** | **5** | **4** | **3** | **2** |
| **6完成自己的任务** | **5** | **4** | **3** | **2** |
| **7帮助其他同学** | **5** | **4** | **3** | **2** |
| **8协调小组成员** | **5** | **4** | **3** | **2** |
| **9促进小组学习活动** | **5** | **4** | **3** | **2** |
| **10与其他同学分享学习成果** | **5** | **4** | **3** | **2** |