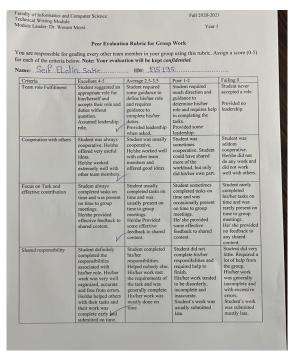
# under the terms of International (CC E

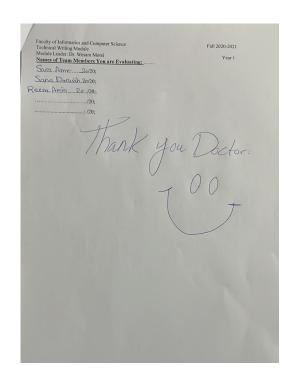
### **Appendix 5**

## Peer Evaluation Rubric for Group Work Completed by a Male Student in a Mixed-Group (1 male 3 females).

The male student gave all his female peers full grades in the peer evaluation without any differences.

### Seif (male)

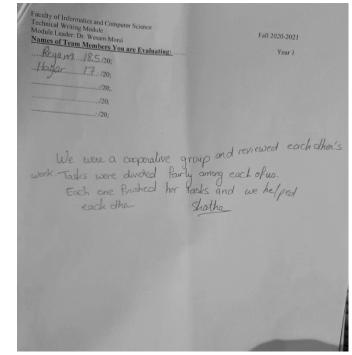




# Appendix 6

Peer Evaluation Rubric for Group Work Completed by a Female Student in a Female-only Gro

sculty of Informatics and Computer Science Schnical Writing Module odule Leader: Dr. Wesam Morsi		Fall 2020-2021 Year I		
ou are responsible for gr r each of the criteria bel ame:	rading every other team	non Rubric for Ground member in your ground members in your ground membe	up using this rubric. As	sign a score (0-5)
Criteria		Average 2.5-3.5	I	Failing 0
Team role Fulfillment	Excellent 4-5 Student suggested an appropriate role for him/herself and accepts their role and duties without question. Assumed leadership role.	Student required some guidance to define his/her role and requires guidance to complete his/her duties. Provided leadership when asked.	Poor 1-2 Student required much direction and guidance to determine his/her role and requires help in completing the tasks. Provided some leadership.	Student never accepted a role. Provided no leadership.
Cooperation with others	Student was always cooperative. He/she offered very useful ideas. He/she worked extremely well with other team members.	Student was usually cooperative. He/she worked well with other team members and offered good ideas.	Student was sometimes cooperative. Student could have shared more of the workload, but only did his/her own part.	Student was seldom cooperative. He/she did not do any work and did not work well with others.
Focus on Task and effective contribution	Student always completed tasks on time and was present on time to group meetings. He/she provided effective feedback to shared content.	Student usually completed tasks on time and was usually present on time to group meetings. He/she Provided some effective feedback to shared content.	Student sometimes completed tasks on time and was occasionally present on time to group meetings.  He/ she provided some effective feedback to shared content.	Student rarely completed his/her tasks on time and was rarely present on time to group meetings. He/ she provided no feedback to any shared
Shared responsibility	Student definitely completed the responsibilities associated with his/her role. His/her work was very well organized, accurate and free from errors. He/she helped others with their tasks and their work was complete early and submitted on time.	Student completed his/her responsibilities. Helped nobody else, His/her work met the requirements of the task and was generally complete. His/her work was mostly done on time.	Student did not complete his/her responsibilities and required help to finish. His/her work tended to be disorderly, incomplete and inaccurate. Student's work was usually submitted late.	content.  Student did very little. Required: lot of help from the group. His/her work was generally incomplete and with excessive errors.  Student's work was submitted



Morsi, W. K., & Assem, H. M. (2024). Gender Differences: The Impact of Gender Grouping on Egyptian STEM Undergraduates' Online Group. MEXTESOL Journal. 48(4)