

Participation, Collegiality, and Conduct Rubric

	Answering questions in class	Response to instructor feedback	Response to student feedback	Quality of group work	In-class contribution	Feedback for instructor	Feedback for fellow students
A/A-	Thinks about question; tries to answer it, is self-aware if answer clear enough, may try again	Listens, writes down notes and responds; keeps revision in mind; by end of semester, figures out feedback works best for improving work	Listens, writes down notes, asks questions; responds knowingly and empathetically; indicates which feedback works; keeps revision in mind; connects with topics in class	Helps other students find their strengths; responds knowingly and empathetically; collaborates well, works well as leader and as group member	Adds to discussion every class, brings up new and relevant topics, builds on and makes connections with other instructor comments and by fellow students	Responds to instructor's points; speaks up when something isn't clear or when something is beneficial for student or class	Responds to and interacts with students; in workshop, writes down comments, explains them, makes connections with other topics
B+/B	Thinks about question, provides adequate, often great answers, knows difference	Listens, writes down some notes, makes most connections with revision in mind; develops critical vocabulary	Listens, writes down comments; mostly indicates to students and instructor what works; develops critical vocabulary	Participates, helps other students; is willing to collaborate, works well as group member; develops critical vocabulary	Adds to discussion often, may build on instructor and fellow student comments; helps class develop critical vocabulary	Speaks up when something isn't clear; may speak up when relevant topic is raised on behalf of class	Responds to and speaks up when student brings up good or relevant point; in workshop, writes down comments
C+/C	Does not think about question, provides minimal answer	Does not listen or write notes, does not have revision in mind	Does not listen and is at times dismissive of feedback; or only listens to instructor	May help other students at times and work well with group, but not all the time; may be willing to collaborate occasionally	May add to discussion if called on, but for the most part is inactive in class	May speak up when something is unclear if called on or when assignment deadline looming	May respond to other students if directly questioned; writes down minimal comments
C-/D	Does not listen or has not been listening to questions; Refuses to answer	Is dismissive of instructor comments and of workshop's revision process	Is dismissive of student feedback	Distracts group; is not willing to collaborate; does not listen and is at times dismissive of group objective at hand	Is distracted or unresponsive; does not attempt to join discussion even if called on; is inactive in class	Is distracted or unresponsive; does not ask questions or speak up;	Does not provide feedback to student work or write comments; is dismissive of workshop process

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