

Draft Grading Rubric

1. Effort to learn oneself

	Excellent ("A")	Good ("B")	Adequate ("C")	Inadequate ("D")	Embarrassing ("F")
Knowledge	The student does all of the reading on time, and occasionally looks beyond to sources such as other classes, other people, the web etc.	The student does all of the reading on time.	The student does substantially all of the reading, generally on time.	The student has noticeable gaps in her reading, and/or frequently does not do it on time (e.g., about every other week).	The student fails to do the reading one-third of the time or more.
Comprehension	The student is able to report the main point and the main lines of argument in the reading. She can respond to it by stating and defending her own view and by asking important questions.	The student is able to report the main point and the main lines of argument in the reading. She can respond to it by stating her own view, and asking important questions.	The student is able to report the main point and the main lines of argument in the reading.	The student is able to report the main point of the reading.	The student is able to report the general topic of the reading, if that.
Application	The student makes the topics her own, consistently drawing from her personal experience and applying class knowledge to other subjects.	The student cares about the topics and consistently works to apply her knowledge to the problems and cases we discuss in class.	The student shows overt signs of interest in the topics, e.g., by volunteering her views.	The student shows no particular affect towards the topics; she doesn't care.	The student is uncomfortable with or even hostile to the idea that she should care about the topics we're discussing.
Responsibility	The student recognizes the strengths and weaknesses of her personal learning style, manages them well, and works to achieve her personal learning goals.	The student recognizes the strengths and weaknesses of her personal learning style and does something to manage them.	The student performs assigned tasks on time.	The student responds only to strong grade incentives or warnings.	The student responds only to direct threats of failing, if that.

2. Contribution to others' learning

	Excellent ("A")	Good ("B")	Adequate ("C")	Inadequate ("D")	Embarrassing ("F")
In class--basic participation.	The student does all of that-----> Plus: She can be counted on to "break the ice" on difficult subjects. Although contributing frequently, she does not dominate discussion.	The student is conspicuously following the class discussion, speaks out at least once per session, and takes responsibility for representing a position over a series of turns at least once a week.	The student voluntarily speaks out at least once per class session.	The student only occasionally participates in class (i.e., only once a week), generally only when specifically called on.	The student does not participate, even when called on, possibly because she's not there.
In class--discussion leadership	The student does all of that-----> Plus: She also challenges the contributions of others in an appropriate fashion, or pauses to summarize the discussion, or invites a silent person to contribute.	The student takes a position and gives her reasons for it. She opens new lines of discussion when appropriate. She interacts with her discussion mates by asking significant questions and by carrying their contributions forward.	The student takes a position and gives her reasons for it. She interacts with her discussion mates by carrying their contributions forward.	The student takes a position, but seldom gives reasons for it. The student may display negative discussion traits, such as personal attacks and/or interruptions.	The student appears to have no views. The student may display negative discussion traits, such as personal attacks and/or interruptions.
In class--quality of contribution	The student does all of that-----> The student contributes significant insights integrating her personal knowledge & views.	The student makes accurate summaries of the readings, and contributes analyses of complex situation or discourse	The student makes accurate summaries of readings.	The student repeats what someone else said, or just asserts her view.	BS, if anything.
In group	The student does all of that-----> Plus: The student helps her group to achieve a higher level of learning than they could individually.	The student understands her personal role in group, and contributes from own strengths. The student contributes to group planning and organization. The student undertakes a fair share of the group work and performs it competently.	The student undertakes a fair share of the group work and performs it competently.	The student's failures to attend meetings on time and/or to complete assigned work significantly impedes group progress.	The student is essentially not a member of the group