

SCORING GUIDES

CLASS MEETINGS (15)

| | <i>Time</i> | <i>Contribution</i> | <i>Content</i> | <i>Response</i> | <i>Digression</i> | |
|---|-------------|--|--|-------------------------------|----------------------------------|----------------------------------|
| A | 14-15 | Follows the entire class attentively | Contributes to the substance of the discussion | Introduces relevant new ideas | Responds to others significantly | Avoids extended digressions |
| B | 12-13 | Follows the entire class | Contributes to the discussion helpfully | Helps develop relevant ideas | Responds to others helpfully | Avoids extended digressions |
| C | 10-11 | Attends the entire class | Contributes to the discussion | Responds to ideas | Responds occasionally | Avoids extended digressions |
| D | 7-9 | Attends most of the class; attention may waver | Follows the discussion | Signals attention to ideas | Responds little | Avoids most digression |
| F | 0-6 | Signs in and out | Wavers in following the discussion | Ignores or distorts ideas | Responds rarely or irrelevantly | Introduces or extends digression |

READING REFLECTIONS (10)

| | <i>Reading</i> | <i>Consideration</i> | <i>Expression</i> | <i>Presentation</i> | |
|---|----------------|---|--|---|--|
| A | 9-10 | Reflects a careful reading and thoughtful consideration of the assignment | Suggests extended consideration of the reading and of the implications it contains | Presents persuasive arguments, examples, or extensions of thought | Careful writing shows editing for clarity, organization, specificity, and expression |
| B | 8 | Reflects a careful reading of the assignment | Suggests some serious thought about the reading's main ideas | Presents reasonable explanations or examples | Effectively combines general statements with concrete detail; organized and clear |
| C | 7 | Shows that the assignment has been read | Shows evidence of some consideration of most main ideas | Presents a pro forma response with some thought | Presented in standard format and appear edited for form and organization |
| D | 6 | Suggests a partial reading of the assignment | Shows evidence of some thought about the surface ideas | Offers a response that is incomplete, unclear, or that strays from the reading and question | Responses appear impromptu and unedited |
| F | 0-5 | Lacks evidence of completing the reading | Lacks evidence of completing the reading | Fail to offer adequate responses to the reading | Gives the appearance of haste or distraction |