

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