

**Grading Rubric Used for Discussions**  
***Creative Collaborations (AAD 199) --- Voelker-Morris, 2008***

	<b>Excellent</b> (A, A-) (9 – 10)	<b>Good</b> (B+, B, B-) (8 – 8.9)	<b>Fair</b> (C+, C, C-) (7 – 7.9)	<b>Unacceptable</b> (D+, D, D-) (6-6.9)
<b>Conduct</b> (3 points)	<ul style="list-style-type: none"> <li>- Demonstrates respect for the learning process and patience with different opinions and complexity.</li> <li>- Actively participates in all course activities and discussions throughout each week, not just on the final day (minimum 3 <i>days</i> of participation).</li> <li>- Shows initiative by asking others for clarification, bringing others into the conversation, and moving the conversation forward in a timely manner.</li> <li>- Speaks to all participants (not just the teacher or a single student).</li> <li>- Avoids “talking” too much, too long, too little.</li> <li>- Avoids nit-picking and inappropriate language.</li> </ul>	<ul style="list-style-type: none"> <li>- Generally shows composure but may display some impatience with contrary or confusing ideas.</li> <li>- Comments often enough but does not necessarily encourage others to participate.</li> <li>- May tend to address only the teacher or get into debates.</li> <li>- May participate throughout the week but does not meet the required number of days for actively posting/participating.</li> </ul>	<ul style="list-style-type: none"> <li>- Student participates and expresses a belief that his/her ideas are important in understanding the text.</li> <li>- May sometimes lose composure and interfere with the learning process of others.</li> <li>- Having at least read the text, the participant may make some insightful comments, however, by insisting too forcefully, or by not participating enough, the student may not contribute much to the progress of the conversation.</li> <li>- Tends to debate rather than discuss or shows understanding only when called upon.</li> </ul>	<ul style="list-style-type: none"> <li>- Displays little respect for the learning process.</li> <li>- If participating, may be argumentative.</li> <li>- Minor distractions are taken advantage of.</li> <li>- May use inappropriate language and speak about individuals rather than ideas.</li> <li>- Arrives unprepared without notes, perhaps even the text for reference.</li> </ul>
<b>Speaking &amp; Reasoning</b> (3 points)	<ul style="list-style-type: none"> <li>- Understands questions before answering.</li> <li>- Frequently cites evidence from readings (or elsewhere as appropriate).</li> <li>- Expresses complete thoughts in complete sentences.</li> <li>- Comments are logical, relevant, thoughtful, insightful and move the conversation forward.</li> <li>- Makes connections among ideas from previous topics, lectures, etc. or resolves seemingly contradictory ideas.</li> <li>- Considers all sources, not just his or her own.</li> </ul>	<ul style="list-style-type: none"> <li>- Responds to questions voluntarily.</li> <li>- Comments indicate student has given thought to the text but may not show appreciation of subtler points within it.</li> <li>- Comments are logical and thoughtful but may not make connections among ideas of current and/or previous topics, lectures, etc.</li> <li>- Ideas are interesting enough that other participants respond to them.</li> </ul>	<ul style="list-style-type: none"> <li>- Responds to questions but may have to be called upon.</li> <li>- Comments indicate that the student has read the text but has not put much effort in preparing questions and ideas for discussion.</li> <li>- Comments may not take into account some important details and may not always flow logically from the conversation.</li> </ul>	<ul style="list-style-type: none"> <li>- Extremely reluctant to participate, even when called upon.</li> <li>- Comments are so illogical as to be meaningless.</li> <li>- May mumble or express incomplete ideas.</li> <li>- Little or no account is made of previous comments or important ideas in the text.</li> </ul>

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	<b>Excellent</b> (A, A-) (9– 10)	<b>Good</b> (B+, B, B-) (8 – 8.9)	<b>Fair</b> (C+, C, C-) (7 – 7.9)	<b>Unacceptable</b> (D+, D, D-) (6-6.9)
<b>Listening</b> (2 points)	<ul style="list-style-type: none"> <li>- Pays attention to details, shares questions and thoughts.</li> <li>- Responses respectfully take into account the comments and ideas of other participants and demonstrates that the student has kept up.</li> <li>- Points out bad logic.</li> <li>- Overcomes distractions</li> <li>- Responds directly to others' postings.</li> </ul>	<ul style="list-style-type: none"> <li>- Generally pays attention and responds thoughtfully to ideas and questions of others participants.</li> <li>- Absorption in one's own ideas may distract the student from some other participants' ideas.</li> <li>- May only respond to a few postings by other students.</li> </ul>	<ul style="list-style-type: none"> <li>- Appears to find some ideas and comments unimportant while responding to others.</li> <li>- May need to have some questions repeated while not asking to have confusing questions restated.</li> <li>- Takes few notes during discussion.</li> <li>- Only responds 2 times at most</li> </ul>	<ul style="list-style-type: none"> <li>- Appears uninvolved in the discussions and activities.</li> <li>- Comments may display complete misinterpretation of questions or comments of other participants.</li> </ul>
<b>Reading</b> (2 points)	<ul style="list-style-type: none"> <li>- Student is thoroughly familiar with the text and has come prepared with notes and questions.</li> <li>- Key words, phrases and ideas from the text are noted and possible contradictions have been identified.</li> </ul>	<ul style="list-style-type: none"> <li>- Has read the text and come with some questions and ideas, though these may not be written out in advance.</li> </ul>	<ul style="list-style-type: none"> <li>- Appears to have read or skimmed the text, but does not come prepared to notes or questions.</li> <li>- Key concepts may be misunderstood.</li> <li>- Little evidence of serious reflection done prior to the discussion.</li> </ul>	<ul style="list-style-type: none"> <li>- Student is clearly unprepared for the discussion.</li> <li>- Important words, phrases, or ideas from the text are unfamiliar.</li> <li>- No prepared notes or questions.</li> <li>- No attempt has been made to get help with difficult reading.</li> </ul>

*Sample of Grading Summary Form:*

<i>Description</i>	<i>Points Possible</i>	<i>Points Earned</i>
Conduct	3	
Speaking & Reasoning	3	
Listening	2	
Reading	2	
<b>TOTAL</b>	10	

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~ adapted from the Southwestern College (Kansas) Writing Across the Disciplines course, Southwestern College English Department , 1999