

Participation Rubric



<i>Levels:</i>		1	2	3	4	Score
<i>Criteria:</i>						
Understanding of the task	Has little idea of the task. Asks for direction rather than overall clarification.	Knows name of the task and general outcome, but little idea of how to complete it.	Has general idea of the task. May proceed with fuzzy idea of how to complete it.	Has clear idea of the task or continuously asks for clarification before launching effort.		
Creativity	No personal input or attempt to enhance.	Has an occasional new idea, but little follow through. Products are completed in an acceptable form.	Has new ideas or ways of doing things, but may be reluctant to deploy. Products always well done for requirements.	Formulates new ideas or new ways of doing things. Products exceed requirements in design and/or content.		
Quality of Questions	Rarely asks questions. Or most queries are "What do I do next?" or "What do I have to do?"	Asks questions about deadlines, procedures, directions or for help with little specificity.	Often has specific queries, but they may need amplification.	Most or all queries are specific or take the form of "right on" proposals of ideas or courses of action.		
Understanding of the process	Avoids teacher. Sees task as burden. Sees group as free ride.	Is somewhat invested in process. Asks, "Do we have to ...?" Sees teacher as task master.	Sees some value in work. Sees teacher as evaluator and helper.	Sees value in work as an opportunity for doing and learning. Sees teacher as colleague/mentor.		
Intellectual contribution	Has little or no grasp of context. Sees task as isolated with no connection to past or future ideas.	Aware of overall context, but makes no connections on own. Can recite connections of others but rarely can support them.	Usually understands overall context of task and asks questions about context. Makes connections on own and "gets" those others make.	Understands overall context of the task. Contributes ideas and proposals. Extends connections to ideas past and future.		
Effort	Actively avoids jobs when possible. Complains about others. Has large set of excuses.	Reluctantly does jobs when asked. Seeks easiest duties in group. Sometimes works to completion.	Willingly takes on jobs when asked. Works to completion. Will work long hours when required.	Volunteers for jobs no matter how difficult. Always works to completion. Willing to work long hours.		
Engagement	Waits for direction. Knows little of what is going on. Cannot describe where group is in process.	Seeks direction, but does not initiate action. May know where group is.	Sometimes initiates action and always works well with direction. Generally knows the specific objectives and where group is.	Enthusiastically initiates action. Personalizes the task and takes ownership of the objectives. Always knows where group is.		