

Evaluation Criteria for Student Performance in My Courses

The following outline should help you understand my expectations. The criteria and structure have been modified from Dr. Denise Knight's handout, "Understanding Grades" which was, in turn, based on a system developed by Prof. John. H. Williams, Pepperdine U.

"A" Student – Superior Performance

Attendance

"A" students maintain nearly perfect attendance. Their commitment to the course is obvious.

Preparation

"A" students prepare for class not only by reading assigned material, but also by thinking about it. They are able to effectively engage the material in the appropriate context for the course. All work is handed in on time.

Participation

"A" students show interest in the material, the assignments, and the class. They consistently ask provocative questions or make thoughtful comments.

Retention

"A" students have retentive minds and are able to connect past learning with the present. They are able to apply background material and context to current reading and writing assignments.

Attitude

"A" students have a positive attitude toward learning. They are self-disciplined, determined and take initiative.

Performance

"A" students have exceptional intelligence and insight, usually evidenced by performance on writing assignments. Their work is well-developed, well- presented, sophisticated, often original, a pleasure to read. Portfolios of "A" students are usually outstanding.

"B" Student – Strong Performance

Attendance

"B" students use typically one or two of their excuse absences. Their commitment is sometimes inconsistent.

Preparation

"B" students almost always undertake assignments on time, but sometimes haven't thought about it adequately.

Participation

"B" students often show interest in the material and in the class, but inconsistently. They frequently make interesting questions or make thoughtful comments.

Retention

"B" students retain much of the material and are usually able to connect past learning with the present.

Attitude

"B" students usually have a positive attitude about writing. They possess a fair amount of self-discipline, initiative, and determination, but are sometimes inconsistent in exercising these attributes.

Performance

"B" students usually have above average intelligence and insight, but don't always exhibit these attributes in obvious ways. Their written work is usually strong, but it falls short of excellence. Portfolio submissions are strong and acceptable, with only a few minor problems.

“C” Student – Average Performance

Attendance

“C” students typically use all of their allowable absences.

Preparation

“C” students usually undertake their assignments, but often without much critical thought or reflection.

Participation

“C” students voice interest in the material or the class inconsistently. They occasionally ask interesting questions or make thoughtful comments.

Retention

“C” students retain an adequate amount of the material and have mixed success in making connections between assignments.

Attitude

“C” students participate without much enthusiasm or engagement. Their body language often expresses boredom and disinterest.

Performance

Some “C” students may have exceptional ability, but exhibit poor work habits, including carelessness. Others may work diligently, but simply have average ability in this particular subject matter. As a result, “C” students often obtain mediocre results on quizzes and papers. They are often unable or unwilling to meet the demands of high-level performance. Portfolios are often borderline, and exhibit several structural and grammatical problems.

“E” Student – Unacceptable Performance (No “D” criteria; a C- average is required to pass CPN courses).

Attendance

“E” students typically exceed the allowable number of absences; additionally, they often arrive late to class and have a variety of excuses to explain their excessive absences or latenesses.

Preparation

“E” students may read and write their assignments, but they engage the material superficially, not intellectually. They often hand in work late or incomplete. Requirements are often not followed.

Participation

“E” students rarely express interest in the material or in the class. They seldom ask interesting questions or make thoughtful comments. They are usually not eager to engage in the draft, review, and revision process.

Retention

“E” students retain little required material and generally have difficulty reading, writing, or thinking critically.

Attitude

“E” students rarely participate in class discussions; they generally convey a poor attitude toward learning and the classroom. Their work is generally hurried, careless, or sloppy.

Performance

“E” students usually perform only marginally at best. They usually earn poor grades on papers and quizzes. “E” students generally submit unacceptable trial and final portfolios that exhibit various and frequent problems.