

### Dispositional Rubric for Academic Work

	<b>Excellent (4)</b>	<b>Good (3)</b>	<b>Marginal (2)</b>	<b>Unsatisfactory (1)</b>
<b>Leadership</b>	Always on time or early for class; prepared for class; engaged in class; took a lead in small-group work; participated in class, but not overboard; volunteered to take notes for professor to put on Blackboard; volunteered to teach the class or tutor others; helped set up or clean up the class	Showed up consistently and on time; prepared for class; engaged in class; contributed actively to small-group work; participated in class; volunteered to help some of the time	Occasionally late to class; occasionally offered a quote or suggestion; did not distract the class with off-track chatter, texting, etc.	Frequently tardy; showed difficulty staying focused/engaged on task in class; not prepared with books or materials in class; distracted the class with off-topic questions and concerns; often left the class for a break; did not take leadership roles
<b>Disciplined Work Habits</b>	Kept up with the reading over 95% of the time; stayed focused in class discussions; made difficult sacrifices and forwent social/personal activities in order to choose learning	Kept up with the reading over 85% of the time; worked consistently in class to master concepts; balanced learning goals with personal goals	Tended to skim the reading; inconsistent work habits; sometimes chose socialization and personal activities over learning; procrastinated until the last moment	Did not keep up with the reading; Allowed distractions to undermine learning (i.e., texting; sleeping); procrastinated or did not participate in learning

<b>Disposition</b>	Extremely optimistic about learning, work, and assignments	Optimistic about learning, work and assignments	Complained sometimes; Showed some pessimism about work and assignments	Complained often; Pessimistic about work and assignments; Showed aggression when things didn't go a certain way
<b>Reaction to Setbacks</b>	Sought out extra help in understanding content; rewrote notes/used Blackboard discussions to achieve better understanding; moved ahead on his/her own initiative; used available resources to seek understanding (i.e., writing center; peers)	Asked questions about assessments in order to seek understanding about becoming a better teacher; used resources to seek understanding	Asked questions about assessments but only after-the-fact; concerned more about points and grades than learning/becoming an effective teacher	Did not make up work when late or absent, or to catch up with reading or writing assignments; did not ask questions about assessments
<b>Curiosity</b>	Asked in-depth questions relating task/text to broader world; showed an eagerness to explore new ideas; Participated in Blackboard discussions almost every day and always extended effort to find interesting materials to share with class; Always did more than the minimum on work	Asked clarifying questions; Showed openness to new ideas; Sought to relate task/text to self; Participated in Blackboard discussions and extended effort to finding interesting outside sources to share with class	Took cursory notes some of the time; Did the minimal requirements for Blackboard discussion to receive points/grade but did not extend self to learn and apply material	Hardly participated in class discussions or Blackboard discussions; Seemed bored, tired, or disinterested most of the time

<p><b>Courage and Integrity</b></p>	<p>Leads class in discussions; showed eagerness to try new strategies; Always asked self, “How can I learn more?” Volunteered to try a response or example even when unsure of the outcome; honest about missed assignments, missed meetings or missed classes and put a plan in place prior to missing work</p>	<p>Asked questions in class; willing to respond to others’ questions; will read aloud, think aloud, demonstrate and give examples but only if asked; willing to try new approaches; honest about missed assignments, missed meetings or missed classes.</p>	<p>Tried new approaches only when pushed/guided; Participated in class discussions and group work only when required; displayed some dishonesty.</p>	<p>Failed to show up for class /tutoring /practicum/ group meetings; Had a lot of excuses; Refused to read aloud or go to board; showed an unwillingness to try new strategies; was dishonest.</p>
<p><b>Concern for Others</b></p>	<p>Actively sought to help others understand and complete their work; Always showed respect for others’ struggles in class; Actively partnered with professor in effort to extend understanding of concepts; Sought to be responsible for the learning growth of others; Actively applied concepts to greater world problems: Worked extremely well in collaborative groupings; Sought to ensure all group</p>	<p>Helped others when asked; Asked questions that showed some awareness of connection to greater societal issues; Acted responsible for bringing out the best in their classmates; Worked well in collaborative groupings.</p>	<p>Participated in small group work when required; Put minimal effort into participating in peer evaluation—worried more about leaving class early than helping peers learn more; Put minimal effort into working in collaborative groups</p>	<p>Distracted self and others in class; Showed no interest in relating concepts to anything outside of class; Expected only to be on the receiving end of learning and did not seek or feel responsible to give oneself to others for learning sake; Blew off group work and or peer evaluations; Made fun of others; carried on side conversations in a</p>

	members felt equal membership in the group			mocking manner; rolled eyes when others were speaking/sharing
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