

## **Professionalism Rubric**

	2.5%	5%	7.5%	10%
Valuable Questions in Class	Questions are either never asked, and those that are asked are unrelated to the topic, offensive, or an attempt to draw the class' attention to the inquisitive student.	Questions are seldom asked, and when they are, are of an irrelevant nature to the rest of the class and cause the pace of the class to slow while wasting the time of other students and the professor.	Questions are usually good, however may be more of individual relevance or not stated at an appropriate time in class.	Questions are relevant to the material being covered, of interest to other students, clearly asked, and asked in the proper time.
Attendance	5+ unexcused absences	3-4 unexcused absences	1-2 unexcused absences	No unexcused absences
Punctuality	Regularly late for class, often by significant amount of time.	Late around once weekly throughout the course. Distracts other students on entry.	With a few exceptions through the course, on time for class. Enters quietly and unobtrusively if late.	On time and in position at the beginning of each class.
Appropriate Comments and Discussion on Issues	Student nearly never comments in discussion, or comments are regularly outlandish and crude, uninformative, and not related to the material being discussed.	Comments are sometimes not appropriate, or the student rarely comments in discussion. Student may comment with irrelevancy, inappropriate attitude, redundancy with regards to an assigned text, or inaccurate information.	Comments are usually good, but occasionally out of line/time, poorly thought out, slightly off-topic, or not useful in expressing an important/interesting point.	Comments are relevant, informative, not redundant, professionally stated, and not deliberately offensive to other students. Student comments often and when appropriate in class discussion.
Knowledge of Assigned Literature	Student has clearly done reading for very few lectures, and for this reason has either nothing to offer or inappropriate questions and comments to offer.	Student has a basic understanding of about half of the readings in the course, and 3-4 times gives indications of his/her lack of preparedness.	Student usually has a good understanding the reading in the course, although 1-2 times gives an indication of having failed to do the reading. ( Through redundant questions/ comments)	Student shows, through comments, questions, and answers, a thorough knowledge of assigned reading at all times in the course.
Knowledge of Class Syllabus	Student knows little about the syllabus for the class, and makes many mistakes in assignments or class questions for this reason.	Student knows the fundamentals of the syllabus, but makes several mistakes or asks questions that are clearly outlined in the syllabus.	Student is mostly informed of class syllabus, but asks 1-2 questions or makes 1-2 mistakes in assignments that could easily be answered or solved by consulting the syllabus.	Student is knowledgeable of class syllabus, and asks appropriate questions to complement the syllabus when necessary.
Role in Group Projects	Student contributes little in group projects, or is consistently late or absent from meetings. Student gives little or useless feedback to other members' ideas.	Students contributes some to group projects, but is not always respectful of other group member time and opinions. Student leaves organization to other members of the group.	Student contributes to group projects, and is usually organized and respectful of group members time. Student is fairly good at finding a balance between his/her ideas and those of others.	Student is prepared to contribute to group, share in group organization, and seeks input from other members.
Collegial Use of Library Materials	Student keeps books and reserve materials out past deadlines consistently. Student removes entire topics of literature from the library for extended periods of time when other students are studying similar topics.	Student is occasionally late returning books and has reserve materials out needlessly long. Student takes out many of the books for long periods of time for research projects that many are doing.	Student takes library materials out for full period of time, but returns them by due date/time, and lets tries to collaborate with other students regarding viewing reserve materials. Student takes out a portion, but not all, materials needed for a research project being done by multiple people.	Student takes library materials for only the amount of time needed, especially reserve materials, and takes notes in library when not much is needed from a source. Student does not take many materials at once on a topic being researched by other students in the class.
Respect of Office Hour Appointments	Student misses arranged office hour appointments or interrupts appointments of other students to speak to instructor.	Student is late for office hour appointments, and does not have useful questions or discussion information prepared for meeting.	Student is usually prompt for office hour appointments, but may not be fully prepared for discussion with instructor.	Student shows up on time for arranged office hour appointments and does not interrupt other students' appointments. Student has questions or material prepared for appointment.
Making the World a Better Place	Student is discouraging or cynical to classmates, competing with them and lacking enthusiasm for the material. Student displays little initiative in the class.	Student is somewhat sullen and uninspiring to be in class with, only contributing when called on, and showing little personal interest in the course.	Student is pleasant to classmates, non-competitive, comes to class prepared and contributes occasionally. Student makes an effort to interest himself/herself in material and make the best of the course.	Student encourages classmates, is non-competitive, comes to class with enthusiasm, contributes to class, and seeks out his/her own avenues in the course material.