Class Participation Guidelines
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"Never doubt that a small number of people can change the world. For only a small number ever have."
---Margaret Mead (1901-1978)

Behavioral Anchor Rating Scale
(adapted from Professor Tom Olsen, Marshall School, USC)

Excellent Performance
      -<u>Initiates</u> information relative to topics discussed
      -Accurately exhibits knowledge of assignment content
      -<u>Clarifies</u> points that others may not understand
      -Shares personal experiences or opinions related to topic
      -Offers relevant / succinct input to class
      -Actively participates in simulations and class exercises
      -Demonstrates ability to apply, analyze, evaluate & synthesize course material.
      -Demonstrates willingness to take risks in attempting to answer unpopular questions.

Good Performance
      -Regularly participates in discussions
      -Shares relevant information
      -Gives feedback to classroom discussions
      -Consistently demonstrates knowledge of reading assignments
      -Demonstrates ability to analyze / apply course material
      -Demonstrates willingness to attempt to answer questions

Fair / Average Performance
      -Participates in group discussions when asked
      -Demonstrates knowledge of course material
      -Offers clear, concise, "good" information on class assignments
      -Offers input, but tends to reiterate the intuitive
      -Attends class regularly

Poor Performance
      -Occasional input, often irrelevant, unrelated to topic
      -Reluctant to share information
      -Not following the flow of ideas
      -Personal applications only
      -Drains energy from the class

Unacceptable Performance
      -Fails to participate even when specifically asked
      -Gives no input to discussions
      -Does not demonstrate knowledge of the readings
      -Shows up to class: does nothing
      -Distracts group / class
      -Irrelevant discussion