

EVALUATIVE DESCRIPTORS

for Courses and Supervised Independent Studies (SISs)

COURSE REQUIREMENTS	UNSATISFACTORY	SATISFACTORY	GOOD	VERY GOOD	EXCELLENT	OUTSTANDING
CLASS PARTICIPATION	Student did not attend class, and/or gave no sign of attending to what went on, and/or participated in ways that were inappropriate and disruptive to the learning process of others.	Student was present in class and appeared to be attending to what took place, but either did not participate actively, or participated in an inappropriate way. Some remediation (specify) needs to be arranged.	Student occasionally raised questions and/or offered some contributions to class discussions. Participations was appropriate and helpful to the learning of others.	Student was active in class and made useful contributions which included real engagement with key issues represented in the syllabus. Student gave evidence of considering the learning needs of classmates in addition to his/her own learning process.	Student raised points that were original, and engaged instructor/other students in dialog that broke new ground. Student gave evidence of considering the learning needs of classmates in addition to his/her own learning process.	Instructor could, in all good conscience, have asked student to conduct a session of the class.
MASTERY OF COURSE CONTENT	Student either gave evidence of not grasping the basic theoretical concepts or did not complete all the course assignments. Corrective action or remediation is needed.	Student gave evidence of grasping theoretical concepts to the extent of attempting to apply the material to professional situations, though not in an effective way. Some remediation needed.	Student gave evidence of understanding and successfully applying the key concepts of the course.	Student absorbed, understood and applied the key concepts of the course in a particularly clear and effective manner.	Student consistently showed mastery of subject matter by using concepts to illuminate professional situations in an original way, leading to new learning for the instructor and the class.	Student demonstrated insights so original as to warrant passing on to future students.
QUALITY OF DOCUMENTATION	Paper(s) unacceptable with respect to content, organization, and/or writing style (specify). Some remediation (specify) needs to be arranged.	Paper(s) were minimally acceptable with respect to content, organization, and writing style; there were some problems in one or more of these areas (specify), but not so severe as to warrant handing the paper(s) back. Some remediation (specify) needs to be arranged.	Paper(s) adequate with respect to content, organization, and writing style.	Paper(s) particularly clear, well-organized, and/or well written.	Paper(s) both competent (or better) in execution, and original/creative in their approach to the topic; paper(s) could be used as a model for other students.	Paper(s) showed particularly clear and creative approach to the topic, an approach that's rarely seen, and were of publishable quality.
OVERALL COURSE PERFORMANCE	Student's work was characterized by such major problems (specify) that no credit for the course can be given. Some corrective action/remediation (specify) needs to be arranged.	Student's performance in the course was minimally acceptable; there were some major problems (identify), though not severe enough to be considered "Unsatisfactory." Some corrective action/remediation (specify) needs to be arranged.	Student's performance in the course was basically competent with no major problems.	Student solidly fulfilled course requirements, and integrated course material in a particularly clear and effective manner.	Student's performance showed originality over and above solid competence; instructor and class learned from student's contributions to the learning process.	Student's performance in course was so competent and original that instructor experienced student as if he/she were a colleague or peer taking the course.