

Evidence-Based Self-Assessment Rubric (you may want to highlight or change the font color for the area(s) you select)

Areas	Not Done Omitted	Low “I consider my work/participation/preparation as unsatisfactory in some regard.”	Average “I consider my work/participation/preparation as meeting expectations as identified in the syllabus.”	Above Average “I consider my work/participation/preparation as <i>exceeding</i> requirements and <i>going above and beyond</i> what is expected.”
Task Completion		I complete assigned work. Yet, my work reflects a very basic understanding of an assignment(s) and barely meets the minimum expectations.	I complete assigned work. My work demonstrates a clear understanding of the directions and meets the identified expectations. However, I did not move much beyond this level.	I complete assigned work and demonstrate a clear understanding of the assignment(s). However, it moves beyond the basic instructions and demonstrates my ability to apply concepts and connect different elements of the course together even though that might not have been stated in the instructions.
Preparation		<p>I read but do not reflect on the readings prior to class.</p> <p>After preparing an assignment I submit it without ensuring the work is written clearly and is corrected for grammatical errors.</p> <p>I seldom prepare questions to ensure I understand assignments and the material.</p> <p>I attend group meetings most of the time, but do not prepare information or work for that particular meeting; I wait to do it when we are together.</p>	<p>I read and quickly reflect on the readings prior to class.</p> <p>After preparing an assignment I review it once before submitting to see if there are any errors that glare at me.</p> <p>From time to time I prepare questions, but not always.</p> <p>I attend group meetings and prepare based on what we all said we do the time prior.</p>	<p>I read, review, and reflect on the material covered prior to class. I think of questions to ask and bring notes from my reading and reflection.</p> <p>After preparing an assignment I review it for writing errors and clarity several times and may have someone else proof it as well.</p> <p>I attend group meetings and prepare what was agreed upon the time prior but also consider what we need to do next to contribute that to the group when we get together.</p>
Participation		<p>I attend class but do not ask questions. I am sometimes responsive when the instructor asks questions.</p> <p>When in small group discussions I talk as little as possible so I can listen to everyone else.</p> <p>In my assigned small group I attend the meetings but do not provide much information. I wait to be assigned aspects of the project.</p> <p>I do not post often to the online discussions but read some of peers' comments.</p>	<p>I attend class and ask questions from time to time. I am responsive when the instructor poses questions.</p> <p>When in small group discussions I talk and listen to everyone in the group.</p> <p>In my assigned small group, I attend and readily contribute to the group process.</p> <p>I post on time to the online discussions and respond to my peers' on a consistent basis.</p>	<p>I attend class and pose questions that add to the lecture or class discussion. I am responsive when the instructor poses questions and able to connect concepts presently covered with ones already covered.</p> <p>When in small groups I readily contribute and encourage others to contribute while listening attentively.</p> <p>In my assigned group, I attend and readily contribute to the group process. My contributions move the group work forward in ways that go beyond the expected level of participation.</p> <p>I post on time to online discussions and respond to peers in ways that help to support our learning and move the conversation forward.</p>