

	Provided essential information for the topic (mapping)	
A A-	B+ B B-	C+ C C-
Bibliographic material was directly used in paper or influenced ideas in paper	Bibliographic material related to issue, but was not used in paper and/or did not influence ideas in paper	Bibliographic material did not adequately relate to the group's topic or the ideas in the paper
Notes (if possible, use examples):	Notes (if possible, use examples):	Notes (if possible, use examples):
	Responded usefully to both research and to others' work (identifying conceptual and expressive gaps)	
A A-	B+ B B-	C+ C C-
Comments (spoken and written) led to changes in the group's text	Comments (spoken and written) recognized important issues, but frequently did not provide usable changes	Comments (spoken and written) did not adequately relate to the emerging focus of the group's paper
Notes (if possible, use examples):	Notes (if possible, use examples):	Notes (if possible, use examples):

	Enabled others to contribute by being attentive, courteous, and respectful	
A A-	B+ B B-	C+ C C-
Actively elicited insights from others by creating genuine dialog by asking for others to further expand their insights. Behavior embodied an assumption that knowledge about the subject is necessarily incomplete, and that the other person can help enrich the group's work.	Often asked questions of others, took notes on their comments, etc. Often asked for others to explain more about what they had said or written.	Occasionally engaged in discussion; occasionally worked to have others elaborate their ideas or express their insight.
Notes (if possible, use examples):	Notes (if possible, use examples):	Notes (if possible, use examples):
	Led the group intellectually	
A A-	B+ B B-	C+ C C-
Provided leadership by helping focus the group on key ideas that served the claim. Fostered a productive skepticism that raised the paper's quality.	Occasionally led discussions toward substantial insights and conclusions. Worked primarily to amplify key points made by others.	Seldom or never led the discussion and/or writing toward its key points.
Notes (if possible, use examples):	Notes (if possible, use examples):	Notes (if possible, use examples):

	Led the group organizationally	
A A-	B+ B B-	C+ C C-
Identified key tasks; divided tasks as appropriate to the skill of others; enabled others to state preferences; scheduled communication. Diplomatically reviewed progress toward completion.	Served as an able “assistant” to organizing the group’s tasks. Assisted in tracking progress toward completion.	Produced work as agreed upon, but did not serve as the group’s organizer.
Notes (if possible, use examples):	Notes (if possible, use examples):	Notes (if possible, use examples):
	Undertook specific writing tasks: revising, editing, formatting	
A A-	B+ B B-	C+ C C-
Served as the major writer for the document. Drafted major steps toward the final paper. Oversaw the integration of the document much as would a senior editor.	Provided valuable language, organizational work, and other steps toward the final draft, but was not the primary “integrator” of materials	Provided information and early drafts of material, but was neither a major creator of the document nor its major editor.
Notes (if possible, use examples):	Notes (if possible, use examples):	Notes (if possible, use examples):

Of the ____ number of people in my group, _____ would rank # ____ in her/his contribution to the group’s work.

