

BEHAVIORAL DIMENSIONS OF GRADES IN THIS CLASS

'A' or OUTSTANDING STUDENTS	'C' or AVERAGE STUDENTS
1. Ability (Talent)	
...have special aptitude, motivation, or a combination of both. This talent may include either or both creativity and organizational skills.	...vary greatly in aptitude. Some are quite talented but their success is limited by a lack of organizational skills or motivation. Others are motivated but lack special aptitude.
2. Attendance (Commitment)	
...never miss class. Their commitment to the class resembles that of their professor. Attending class is their highest priority.	...periodically miss class and/or are often late. They either place other priorities, such as a job, ahead of class or have illness/family problems that limit their success.
3. Attitude (Dedication)	
... show initiative. Their desire to excel makes them to more work than is required.	...seldom show initiative. They never do more than required and sometimes do less.
4. Communications Skills	
...write well and speak confidently and clearly. Their communication work is well-organized, covers all relevant points, and is easy to listen to/read.	...do not write or speak particularly well. Their thought processes lack organization and clarity. Their written work may require a second reading by the professor to comprehend its meaning.
5. Curiosity	
...are visibly interested during class and display interest in the subject matter through their questions.	...participate in class without enthusiasm, with indifference, or even boredom. They show little, if any, interest in the subject matter.
6. Performance	
...obtain the highest scores in the class. They exhibit test-taking skills such as an ability to budget their time and to deal with test anxiety. They often volunteer thoughtful comments and ask interesting questions.	...obtain mediocre or inconsistent scores. They often do not budget their time well on exams and may not deal well with test anxiety. They are rarely say much during class discussion and their answers indicate a cursory understanding rather than mastery of material.
NOTE: Performance is a joint function of a student's native ability and motivation. Punctuality, attendance, attitude, curiosity, effort or time commitment, and preparation all indicate motivation.	
7. Preparation	
...are always prepared for class. They always respond when called on. Their attention to detail sometimes results in catching text or teacher errors.	...are not always prepared for class. They may not have fully completed the assignment, have completed it in a careless manner, or hand in their assignments late.

'A' or OUTSTANDING STUDENTS	'C' or AVERAGE STUDENTS
8. Retention	
...learn concepts rather than memorize details so they are better able to connect past learning with present material.	...memorize details rather than learn concepts. Since they usually cram for tests, they perform relatively better on short quizzes than on more comprehensive tests such as the final exam.
9. Time Commitment (Effort)	
...maintain a fixed study schedule. They regularly prepare for each class no matter what the assignment. They average 3-4 hours of study for every hour in class.	...study only under pressure. When no assignment is due, they do not review or study ahead. They average no more than 2 hours of study for every hour in class. They tend to cram for exams.
<p>Source: Standards, Assessment and Testing Committee—Dr. Paul Solomon, Chair, College of Business, San Jose State University, April 1995. Adapted from John H. Williams, "Clarifying Grade Expectations," <i>The Teaching Professor</i>, August/September 1993, re-published in <i>The Teaching Professor</i>, February 1996 by Paul Solomon and Annette Nellen.</p>	