

**UW-Eau Claire Department of Kinesiology
Human Performance Program Admission**

Instructions: Use this scoring rubric to assess student performance in your course (KINS 309, 304, and 308). Students will be evaluated using the mastery system. By attaining a rating of “**Unsatisfactory**” the student will earn 0 points toward program admission. A rating of “**Marginal**” or “**Satisfactory**” will earn the student 1 or 2 points toward program admission, respectively. A rating of “**Outstanding**” will earn the student 3 points toward program admission.

Candidate Name: _____ **Course:** _____ **Date:** _____

Unsatisfactory (0 pts)	Marginal (1 pt)	Satisfactory (2 pt)	Outstanding (3 pt)
ATTENDANCE			
Exhibits a pattern of tardiness or absence. Fails to contact instructor to make arrangements for missed work. Gives no reason for missing class. Sometimes disrupts class by arriving late.	Occasionally misses class or comes late. Does not notify instructor if going to be absent, but usually contacts instructor following absence with reason for absence. Sometimes follows up on missed material.	Consistently attends class and is on time. Almost always notifies instructor in advance or arranges to meet instructor following a missed class. Almost always gives reason for absence.	Arrives at class early. Always makes prior arrangement when absence is necessary. Submits assignments prior to absences and/or follows up to complete missed work. Arranges with classmates or instructor to secure handouts or materials presented in class.
IN-CLASS PERFORMANCE/CLASS PREPARATION			
Inattentive in class. May fall asleep or attend to other items or materials not related to class discussions. May distract others in the class with behaviors or talking. Minimal or no participation	Is usually attentive to what is happening in class and focused on class-related materials and activities. Sometimes responds appropriately when called upon. Does not distract others in the classroom.	Actively engaged and interested in class activities. Usually volunteers to respond to questions without prompting. Participates in discussions. Stays focused. Has done necessary preparation for class.	Shows initiative in class activities. Applies knowledge to other situations and makes connections with previous learning. Asks questions showing intellectual interest. Seeks to extend understanding through higher-level thinking.
COLLABORATION/INTERPERSONAL COMMUNICATION SKILLS			
Puts forth minimal effort and fails to do a fair share of the work within a group. Attendance at group meetings is uneven or frequently absent. Shows little regard for other people or their ideas. May actually be a roadblock for getting a project completed. Does not relate well with others.	Does a share of the work within a group, but not equal to other members. Accepts some responsibility, but sometimes unprepared for group work. Attends most group meetings and usually accepts ideas of others. Performs basic group responsibilities.	Actively contributes ideas and efforts to the group. Comes to meetings prepared and on time. Incorporates ideas of others into the group’s activities. Relates well to others and promotes group success.	Promotes group goals by contributing above and beyond expectations. Comes early to help facilitate group meetings and is well prepared. Encourages the use of ideas from all. Does everything possible to ensure success for the group.
ETHICAL BEHAVIOR AND RESPECTFULNESS			

<p>Shows pattern of dishonest or deceitful behavior. Constantly asking for exceptions to be made, or tries to get around rules for behavior, dress, etc. Thinks rules do not apply to them in the majority of situations.</p>	<p>Is often truthful and honest in dealing with others. Accepts reminders for breaches or rules or policies, and usually does not attempt to circumvent them. Occasionally asks for exceptions to be made regarding class assignments, but most always accepts it when they are not granted.</p>	<p>Is always honest in dealing with others. Can be counted on to follow through and keep his/her word. Understands the purpose of regulations and respects their intent. Accepts responsibility for personally following them in his/her patterns of dress, behavior, etc. May ask for exceptions in only very rare circumstances.</p>	<p>Is always honest in dealing with others. Is absolutely trustworthy and can be completely depended upon to keep his/her word. Shows exemplary patterns of behavior with respect to rules and policies dealing with dress, behavior, or other aspects or school operation.</p>
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*Scoring rubric adapted from Wayda, V. & Lund, J. (2005). *Assessing dispositions: An unresolved challenge in teacher education*. JOPERD, 76 (1), 34-41.