

SMALL GROUP	Exemplary 6	Mature 5	Competent 4	Developing 3	Beginning 2	Basic 1 (0 = N/A)
	responds <i>creatively</i> , helping the group work purposefully	responds <i>fully</i> , contributing significantly to group work	responds <i>competently</i> , working with others to aid group work	responds <i>inappropriately</i> , contributing only minor help to group	responds <i>incompletely</i> , focusing more on self than group	responds <i>naively</i> , neglecting or limiting group work
DOES THE GROUP MEMBER SIGNIFICANTLY SHAPE THE GROUP'S ACTIVITIES AND FINAL PRODUCT?						
<b>CONTEXT</b> PURPOSE POSITION AUDIENCE	leading (risk-taking) role in directing and reinforcing group decisions about purpose/audience; actions that advocate, challenge, or mediate	significant role in directing and reinforcing group decisions about purpose; discernible, deliberately crafted attitude toward the subject and audience	at least one contribution in directing and reinforcing group decisions about purpose/audience	minor contribution toward group decisions; perhaps some interfering behaviors (attacking, dominating, withdrawing, or overreacting)	minimal contribution toward group decisions about purpose/task/audience; occasional disruptive behavior	no contribution toward group decisions about purpose/task/audience; repeated disruptive behavior
<b>SUBSTANCE</b> SCOPE DEPTH RELEVANCE FAIRNESS	strategically chosen, well-integrated content that enhances a calculated group purpose; responsible summaries of group/source contributions	reliable, detailed examination of the subject; purposeful content; accurate summaries of group/source contributions	at least one useful contribution to group scope/purpose; adequately chosen content (some lack of range) that supports the group purpose; satisfactory summaries of group/source contributions	minor contribution to group scope/purpose, perhaps with actions that attack, dominate, withdraw, overreact; major omitted content; distracting comments; a major overgeneralization or misinterpretation of others' contributions	minimal contribution to group scope/purpose; heavy reliance on biased or low-quality sources; unhelpful or disruptive comments; vague or distorted summaries of contributions by others; inattentive listening	no contributions to group decisions; repeated disruptions; inadequate amount and quality of content; inability to summarize others' work
<b>ORGANIZATION</b> FOCUS STRUCTURE RELATIONSHIP EMPHASIS	leading (even risk-taking) role in keeping group on track, initiating discussion, setting agenda/procedures, keeping momentum, reinforcing others, allotting time, and reaching closure	significant role in keeping group on track, initiating discussion, setting agenda/procedures, keeping momentum, reinforcing others, allotting time, and reaching closure	at least one contribution to keeping group on track, initiating discussion, setting agenda/procedures, keeping momentum, reinforcing others, allotting time, and reaching closure	some help in supporting group work but may interfere once by attacking, dominating, withdrawing, overreacting	minimal contribution toward keeping group work; actions that impede or sidetrack group	no contribution to group work; disruptive behavior; interference with group efficiency
<b>STYLE</b> CONVENTIONS AESTHETICS VARIETY	creative group work; respectful acknowledgement of others' contributions; optimal group dynamics; skillful use of humor and irony; innovative management style	typical group roles; acknowledgement of others' contributions; attention to group dynamics; constructive tone; comfortable shifts in group roles	standard usage, with minor errors in grammar, tone, protocol, or social conventions; workable if monotonous style; generally supportive behavior	a major error in grammar, tone, protocol, social conventions; several minor errors; style inconsistency; limited style range; some nonproductive actions; monotonous or perfunctory tone	some major errors in grammar, level of language, tone, meeting protocol, or social conventions; distracting stylistic discrepancies; weak, general, or trite expression; mediocre group participation	excessive oral grammatical errors that disrupt the message; disruptive, abusive, or inept language or tone; nonparticipation
<b>DELIVERY</b> CONSISTENCY ENGAGEMENT ACCESSIBILITY LAYERING	artful and engaging command of voice, body, and media to support group purpose; readable visuals; seamless turn-taking; full use of time, space, equipment	consistent use of voice, body, and media to support group purpose; efficient turn-taking; readable visuals; constructive use of time, space, equipment	standard use of voice, body, and media with minor inconsistencies; planned turn-taking; workable use of time, space (without alteration), equipment	a major verbal or nonverbal problem or minor distracting problems; weak voice or body language; uncertain turn-taking; limited access due to mumbling or turning body/face away or undersized or poorly contrasted visuals; weak use of pacing, timing, media, space	inconsistent or uncertain verbal and nonverbal features that distract, confuse, or discourage group/audience; awkward turn-taking; access issues (low volume, negative body language, accelerated speech); no supporting media; intentional or nervous distractions	voice or body language that shows a disregard for group/audience; nonparticipatory group behavior; separation from group by space, time on task, or tone; self-centered or obstructive behavior; inability to adapt or shift roles