

How would you describe yourself? Place an “X” in the one of the 3 boxes for each of the 9 descriptions, below, that BEST describes you. Adapted from John H. Williams, “Clarifying Grade Expectations,” *The Teaching Professor*. August/ September, 1993.

1. Ability (Talent)

<input type="checkbox"/> I have special aptitude, motivation, or a combination of both. Talent includes creativity and/or organizational skills.	<input type="checkbox"/> I'm somewhere between the two	<input type="checkbox"/> I have aptitude and am quite talented but my success is limited by a lack of organizational skills or motivation. Or I am motivated but lack special aptitude.
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2. Attendance (Commitment)

<input type="checkbox"/> I never miss class. My commitment to the class resembles that of my professor. Attending class is my highest priority.	<input type="checkbox"/> I'm somewhere between the two	<input type="checkbox"/> I periodically miss class and/ or am often late. I often place other priorities, such as friends, ahead of class or have illness/ family problems that limit my success.
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3. Attitude (Dedication)

<input type="checkbox"/> I show initiative. My desire to excel makes me do more work than is required.	<input type="checkbox"/> I'm somewhere between the two	<input type="checkbox"/> I seldom show initiative. I never do more than required and usually do less.
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4. Communication Skills

<input type="checkbox"/> I write well and speak confidently and clearly. My communication work is well organized, covers all relevant points, and is easy to listen to/ read.	<input type="checkbox"/> I'm somewhere between the two	<input type="checkbox"/> I do not write or speak particularly well. My thoughts lack organization and clarity. My written work may require a second reading by others to comprehend its meaning.
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5. Curiosity

<input type="checkbox"/> I am visibly interested during class and display interest in the subject matter through my questions and actions.	<input type="checkbox"/> I'm somewhere between the two	<input type="checkbox"/> I participate in class without enthusiasm with indifference, or even boredom. I show little, if any, interest in the subject matter.
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6. Performance

<input type="checkbox"/> I obtain the highest scores in the class. I exhibit test-taking skills such as an ability to budget my time and to deal with test anxiety. I often volunteer thoughtful comments and ask interesting questions.	<input type="checkbox"/> I'm somewhere between the two	<input type="checkbox"/> I obtain mediocre or inconsistent scores. I often do not budget time well on exams and may not deal well with test anxiety. I rarely say much during class discussion and my answers indicate a cursory understanding rather than mastery of material.
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7. Preparation

<input type="checkbox"/> I am always prepared for class. I always respond when called on. My attention to detail sometimes results in catching text or teacher errors.	<input type="checkbox"/> I'm somewhere between the two	<input type="checkbox"/> I am not always prepared for class. I may not have fully completed the assignment or readings, or have completed it in a careless manner, or hand in late work.
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8. Retention

<input type="checkbox"/> I learn concepts rather than memorize details so I am better able to connect past learning with present material.	<input type="checkbox"/> I'm somewhere between the two	<input type="checkbox"/> I memorize details rather than learn concepts. Since I usually cram for tests, I perform relatively better on short quizzes than on more comprehensive tests.
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9. Time Commitment (Effort)

<input type="checkbox"/> I maintain a fixed study schedule. I regularly prepare for each class no matter what the assignment. I average over 2 hours of study for every hour in class.	<input type="checkbox"/> I'm somewhere between the two	<input type="checkbox"/> I study only under pressure. When no assignment is due, I do not review or study ahead. I average less than 1 hour of study for every hour in class. I tend to cram for exams.
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