

## Class Participation Grading Rubric

Here's a rubric with five performance criteria for assessing class participation. It may not be feasible to use all of these criteria, so select the ones that work best to assess learning in your course. Share these expectations with your students, before you begin to assess them, preferably on the first day of class.

|          | <b>Criteria</b>                                 | <b>Exceeds Expectations<br/>(2 points)</b>   | <b>Meets Expectations<br/>(1 point)</b>  | <b>Below Expectations<br/>(0 points)</b>   |
|----------|---|--|--|--|
| <b>1</b> | <b>Preparation for class</b>                    | Completes all readings, often re-reading assigned texts to develop novel and critical responses to them; completes, edits, and submits all work on time.   | Completes all assigned readings far enough in advance to have developed thorough responses to them; completes and submits all work on time.  | Does not complete multiple reading assignments; many assignments missing, completed late, or containing significant errors.  |
| <b>2</b> | <b>Frequency of participation in class</b>      | Initiates contributions more than once in each session.  | Initiates contributions once in each session.  | Initiates contributions in at least half of the total class sessions.  |
| <b>3</b> | <b>Quality of comments</b>                      | Comments are always insightful and constructive; uses appropriate terminology. Comments balanced between general impressions, opinions, and specific, thoughtful criticisms or contributions.      | Comments are mostly insightful and constructive; mostly uses appropriate terminology. Occasionally comments are too general or irrelevant to the discussion.                               | Comments are sometimes constructive, with occasional signs of insight. Doesn't use appropriate terminology and comments are not always relevant to the discussion. |
| <b>4</b> | <b>Listening skills</b>                         | Listens attentively when others present materials, perspectives, as indicated by comments that build on others' remarks (i.e., the student hears what others say and contributes to the dialogue). | Mostly attentive when others present materials, perspectives, as indicated by comments that build on others' remarks. Occasionally needs encouragement from instructor to refocus comment. | Often inattentive. Occasionally makes disruptive comments when others are speaking.  |
| <b>5</b> | <b>Classroom conduct and respect for others</b> | Avoids cell phone/laptop use during discussion; makes eye contact; encourages others to share conflicting viewpoints; looks to learn from others' experiences and backgrounds.                     | Demonstrates respect by avoiding cell phone and laptop use while others are speaking; makes eye contact; avoids personal attacks when disagreements arise.                                 | Is often distracted and inattentive during discussions; may dominate conversation or lack courtesy when addressing others; interrupts others often.                |