

Example Analytic Rubric - Participation

Dimension	Exceeding Expectations (2 points)	Meeting Expectations (1 points)	Not Yet Meeting Expectations (0 points)	Score
Preparation for Class <i>(Weight X1)</i>	Completes assigned work on time, putting effort into interpreting and analyzing content and relating it to other course materials, discussions or personal experiences; takes initiative to do further research on challenging concepts, terms, processes etc. within assigned homework	Completes assigned work on time and has put effort into interpreting content (not only memorization) and considering how it relates to previously learned materials and/or past lectures and class discussions; brings required course materials and supplies to every class	Does not complete assigned work or puts minimal effort into homework tasks; comes to class without required materials or supplies; lack of preparation impedes participation in class activities	/2
Contributions to the Learning Community <i>(Weight X4)</i>	Attempts to ask and answer questions in class; takes initiative to contribute relevant, constructive, creative or original comments in class discussions, group, and pair work. Comments drawn from extended research beyond course materials and advance the level and depth of the dialogue	Attempts to ask and answer questions in class without prompting; takes initiative to contribute relevant, constructive, creative or original comments beyond the obvious in class discussions, group, and pair work. Comments might include opinions, interpretations, observations that <ul style="list-style-type: none"> • build a focused argument around a specific topic or issue or • ask a new related question or • make an oppositional statement supported by personal experience or course materials 	Rarely contributes to class discussions, group or pair work; when prompted contributes short, vague or irrelevant comments or only recites course materials; visibly disengages or works on something not related to course during class	/8
Collaboration & Cooperation <i>(Weight X3)</i>	Involves and supports others in discussion by acknowledging their ideas, asking clarifying questions, seeking opinions from everyone and providing constructive feedback; shows respect for and sensitivity to the ideas, identities and beliefs of all members of the learning community	Involves and supports others in discussion by acknowledging their ideas and asking clarifying questions; provides respectful, constructive feedback to all members of the learning community and open to receiving feedback from others; shows respect for and interest in the ideas, opinions and lived experiences of all members of the learning community	Offers ideas and opinions when working with classmates but does little to involve or support others; demonstrates a noticeable lack of interest in others' ideas or opinions; does not provide feedback to others, or provides feedback that is unconstructive or irrelevant, rarely requests feedback from others; treats classmates or instructor disrespectfully	/6

Dimension	Exceeding Expectations (2 points)	Meeting Expectations (1 points)	Not Yet Meeting Expectations (0 points)	Score
Listening Skills (Weighting: x2)	Listens attentively and actively when others present ideas, perspectives, materials and responds in ways that clarify, build on and extend others' remarks	Listens attentively when others present ideas, perspectives, materials and responds in ways that build on others' remarks, e.g., student hears what others say and contributes to the dialogue	Students is inattentive, talks while others speak or does not pay attention while others speak (e.g., looking at phone or laptop); needs reminder to focus when others are speaking	
Comments:				
Score: _____				

Instructor Notes: This is an example of an analytic multi-level rubric for evaluating participation. Analytic rubrics provide descriptions of multiple performance levels so that expectations are clearly and explicitly outlined for students. Instructors should adapt this example rubric to select the criteria and weightings most suited to their course.

Instructors can hand out and explain the participation rubric to students in week one of classes to make expectations clear and then use it both as a formative assessment tool 1-2 times during the semester (without grading) and as a summative assessment tool at the end of the course. Instructors can also have students self-assess their participation using the rubric during the semester, asking them to provide specific examples/evidence of their participation in the comments section. This will highlight any misunderstandings students might have about expectations of participation.

Adapted from:

Change, T. *Rubric for Assessing Student Participation*. Retrieved from: https://www.cmu.edu/teaching/assessment/examples/courselevel-bytype/performancecriteria/course_rubricparticipation-ArtSociety.html

Chick, N. *What Does Class Participation Look Like*, retrieved from: <https://teachingcommons.lakeheadu.ca/class-participation-rubric>

Gonzalez, J. *The Single-Point Rubric*, retrieved from: <https://www.cultofpedagogy.com/single-point-rubric/>

University of New South Wales. *Assessment Toolkit: Grading Class Participation*, retrieved from: <https://teaching.unsw.edu.au/assessing-classroom-participation>

Vandervelde, J. (2018). *Online Discussion Rubric*. Retrieved from: <https://www2.uwstout.edu/content/profdev/rubrics/discussionrubric.html>