

Example Single-Point Rubric - Participation

Comments <i>(Areas Not Yet Meeting Expectations)</i>	Expectations of Participation <i>(Expectations of Student Participation)</i>	Comments <i>(Areas Exceeding Expectations)</i>	Evidence (Examples of how you meet or exceed expectations)
	Preparation for Class Consistently completes homework on time; brings required course materials and supplies to every class		
	Contribution to the Learning Community Attempts to ask and answer questions; 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. 		
	Collaboration and Cooperation Involves and supports others in discussion by acknowledging their ideas, asking clarifying questions, and seeking opinions from everyone; demonstrates respect and sensitivity to the gender, cultural and linguistic background, sexual orientation, and political and religious beliefs of all members of the learning community.		

Comments <i>(Areas Not Yet Meeting Expectations)</i>	Expectations of Participation <i>(Expectations of Student Participation)</i>	Comments <i>(Areas Exceeding Expectations)</i>	Evidence <i>(Examples of how you meet or exceed expectations)</i>
	Listening Skills Listens attentively and actively 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 and extends the dialogue.		

*Faculty can edit the wording to reflect the delivery mode of their course or the type of learning activity, e.g., face-to-face, lab, online, field trip, and practica.

Instructor Notes: This is an example of a single-point rubric for evaluating participation. Single point rubrics provide a single column of criteria rather than multiple performance levels, allowing instructors to provide explicit written feedback on areas exceeding and/or not yet meeting expectations. 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 for each criterion. 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>