**SAMPLE #1**

Note: this is a sample only, and it should be customized to your specific course context.

**PARTICIPATION** **(20%)** My hope is that everyone will come to class ready and willing to participate actively in class and group discussion.  Your attendance and active participation in sessions involving class presentations is especially appreciated and will be reflected in your participation grade. You are invited to submit a one-page self-assessment using the following criteria at the end of the course to help me make a fair determination of your mark:

**Excellent (A range – 17-20):** Contribute to almost every class discussion, and listen attentively. Offer questions and comments that generate discussion. Know the readings very well, including some of the more difficult optional ones, reflect on the issues they raise. Make connections between readings and school situations. All assignments submitted on time.

**Good to very good (B range – 14-16):** Same as “excellent” but less consistently.

**Average (C range – 12-13):** Speak up regularly but mainly offer points from the readings without your own insights. Generally demonstrate knowledge and comprehension of concepts but don’t connect concepts to your experiences. Most assignments submitted on time.

**Fair (D range – 10-11):**  Offer your own opinion without much connection to the readings.  It's hard to tell if you have actually done the readings. Few assignments submitted on time.

**Not satisfactory (F range - 0 to 9):**  Highly unlikely unless you don’t do the readings, don’t submit assignments on time, and don’t contribute to class discussion.

**There is no penalty for shyness.**  While participation is valued, many people (myself included) are perfectly happy to talk when performing a teacher role but much less vocal when occupying a student role.  Students who speak seldom in the large group can still earn a top participation mark by contributing actively to small group discussions.  If you are by nature very reserved, with the result that you rarely speak in class, you can still make valuable contributions to the course by bringing in resources and participating in small-group discussion. I will ask students to submit a self-assessment to assist with my determination of this mark.

## Note: Permission to distribute this rubric was granted by Catherine Taylor from the Faculty of Education and Dept. of Rhetoric and Communications

**SAMPLE #2**

Note: this is a sample only, and it should be customized to your specific course context.

Contribution to discussions of readings, lectures and assigned activities is an important means of learning for this course. Your notes on the readings will provide clear evidence that you have done the readings and thought about them before class. You may expect to be called on to speak on the readings in class. To be prepared, I strongly suggest that you write notes and comments on the readings. Be ready to be asked, “What did you think of X?” I will be particularly impressed by those who are working consistently and thoughtfully, shown by comments, answers and questions that draw directly on assigned material, consider implications, offer insights, and invite exchange. Open and respectful discussions are expected during the class

**Outstanding (15-20%):** Demonstrates consistent on-time attendance, preparation, and constructively contributes to all class activities and discussions; consistently demonstrates insight by asking questions, making statements that add to and facilitate the class discussion, or building upon others' comments. Consistently demonstrates respect for professor and other classmates.

**Very Good (10-15%):** Demonstrates consistent on-time attendance, preparation, and constructively contributes in all class activities and discussions; demonstrates insight by asking questions or making statements that are relevant, add to, and facilitate the class discussion.

**Fair (7-9%):** Demonstrates consistent attendance and preparation; occasionally contributes to class discussions, regularly participates in other class activities; may occasionally arrive late to class. Generally demonstrates respect for professor and other classmates.

**Poor (4-6%):** Demonstrates inconsistent attendance/timeliness/contribution in class activities; may occasionally be unengaged in class activities and/or is disruptive/distracting or disrespectful in class; is frequently not prepared, regularly arrives late to class; occasionally reads the newspaper, falls asleep or uses laptop/cell phone, etc. during class.

**Fail (0-3%):** Demonstrates consistently poor attendance and consistently poor preparation; is unengaged or fails to contribute in class activities; may be disruptive/distracting or disrespectful in class to others; occasionally reads the newspaper, falls asleep or uses laptop/cell phone, etc. during class.

Note: Permission to distribute this rubric was granted by the Faculty of Business and Economics: Business and Administration Department.

**SAMPLE #3**

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| --- | --- | --- | --- | --- | --- |
| **PARTICIPATION RUBRIC** | | | | | |
| **CRITERIA** | **EXCELLENT A** | **ABOVE AVERAGE B** | **AVERAGE C** | **FAIR D** | **UNSATISFACTORY F** |
| **DISCUSSION** | Contributes to almost every class discussion | Contributes frequently to class discussion | Contributes to class discussion regularly but without own insights | Offers opinions without making connections to readings | Makes limited to no contribution to class discussion |
| Poses questions and makes comments consistently | Poses questions and makes comments somewhat consistently | Poses questions and makes comments inconsistently | Poses few, if any, questions | Does not pose questions |
| **READINGS** | Is fully familiar with assigned readings | Is usually familiar with assigned readings | Demonstrates knowledge and comprehension of concepts in assigned readings | Insufficiently demonstrates having read the assigned readings | Does not demonstrate having read the assigned readings at all |
| Is familiar with optional readings | Is familiar with some optional readings | Displays limited evidence of any familiarity with optional readings | Displays no evidence of familiarity with optional readings | Displays no evidence of familiarity with optional readings |
| Reflects on issues | Exhibits some evidence of reflection on issues | Exhibits limited evidence of reflection on issues | Rarely exhibits evidence of reflection on issues | Exhibits no evidence of reflection on issues |
| Makes connections between readings and practicum experience | Makes some connections between readings and practicum experience | Makes very few connections between concepts and practicum experience | Makes no connections between concepts and practicum experience | Makes no connections between concepts and practicum experience |
| **COMPLETION OF IN-CLASS ASSIGNMENTS** | Completes and submits all in-class assignments punctually | Completes and submits almost all in-class assignments punctually | Completes and submits the majority of in-class assignments | Completes and submits few in-class assignments | Does not complete in-class assignments |

C. Froese Klassen (2015)

**SAMPLE #4**

The following rubric sets out the criteria upon which you will be evaluated: A guide to grading your class participation.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| A+ | A | B | C | D | F |
| Actively supports, engages and listens to peers (ongoing) | Actively supports, engages and listens to peers  (ongoing) | Makes a sincere effort to interact with peers (ongoing) | Limited interaction with peers | Virtually no interaction with peers | No interaction with peers |
| Arrives fully prepared at every session | Arrives fully prepared at almost every session | Arrives mostly, if not fully, prepared  (ongoing) | Preparation, and therefore level of participation, are both inconsistent | Rarely prepared | Never prepared |
| Plays an active role in discussions  (ongoing) | Plays an active role in discussions (ongoing) | Participates constructively in discussions  (ongoing) | When prepared, participates constructively in discussions | Rarely participates; comments are generally vague or drawn from outside the assigned material | Never participates |
| Comments advance the level and depth of the dialogue (consistently) | Comments occasionally advance the level and depth of the dialogue | Makes relevant comments based on the assigned material (ongoing) | And makes relevant comments based on the assigned material | Demonstrates a noticeable lack of interest in the material (on occasion) | Demonstrates a noticeable lack of interest in the material (on-going) |
| Group dynamic and level of discussion are consistently better because of the student’s presence | Group dynamic and level of discussion are often better because of the student’s presence | Group dynamic and level of discussion are occasionally better (never worse) because of the student’s presence | Group dynamic and level of discussion are not affected by the student’s presence | Group dynamic and level of discussion are harmed by the student’s presence | Group dynamic and level of discussion are significantly harmed by the student’s presence |

Chapnick, A. (2005). A Participation Rubric, *The Teaching Professor*, Volume 19, 3: p. 4. Madison, WI: Magna Publications.

Note: Permission to distribute this rubric was granted by the author, Adam Chapnick.

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| --- | --- | --- | --- | --- | --- | --- |
| **SAMPLE #5: Discussion Participation Rubric** | | | | | | |
|  | **5** | **4** | **3** | **2** | **1** | **0** |
| **INTERACTION** | Actively supports, engages and listens to peers (on-going) | Actively supports, engages and listens to peers (on most occasions) | Makes a sincere effort to interact with peers (on-going) | Limited interaction with peers | Virtually no interaction with peers | No interaction with peers |
| **PREPAREDNESS** | Arrives fully prepared at every session | Arrives fully prepared at almost every session | Arrives mostly, if not fully, prepared (on-going) | Preparation is inconsistent | Rarely prepared | Never prepared |
| **PARTICIPATION** | Plays an active role in discussions (on-going) | Plays an active role in discussions (on most occasions) | Participates constructively in discussions (on-going) | When prepared, participates constructively in discussions | Rarely participates | Never participates |
| **COMPREHENSION** | Comments advance the level and depth of the dialogue (consistently) | Comments occasionally advance the level and depth of the dialogue | Makes relevant comments based on the assigned material (on-going) | When prepared, makes relevant comments based on the assigned material | Demonstrates a noticeable lack of interest in the material (on occasion) | Demonstrates a noticeable lack of interest in the material (on-going) |
| **GROUP DYNAMIC** | Group dynamic and level of discussion are consistently better because of the student’s presence | Group dynamic and level of discussion are often better because of the student’s presence | Group dynamic and level of discussion are occasionally better (never worse) because of the student’s presence | Group dynamic and level of discussion are not affected by the student’s presence | Group dynamic and level of discussion are harmed by the student’s presence | Group dynamic and level of discussion are significantly harmed by the student’s presence |

This participation rubric was developed by Adam Chapnick and subsequently modified by Eric Mosterd from the University of South Dakota.

Chapnick, A. (2005). A Participation Rubric, *The Teaching Professor*, Volume 19, 3: p. 4. Madison, WI: Magna Publications.

Eric Mosterd. <https://sites.google.com/site/sdborqa2015/standards/assessment/2>

Note: Permission to use this rubric was granted by both authors.

**SAMPLE #6**

**GENERAL GUIDELINE OF PARTICIPATION MARKS**

**(**This is a sample only, and it should be customized to your specific course context.)

**Note:** late arrival and early departure (i.e. by more than 10 minutes) will count as a missed class.

**90%+: A+**

* Attendance: 100%.
* Participation in small group exercises and large group discussions 100% of the time.
* Clear evidence that the student has read the required course readings, as demonstrated by the quality of the student’s contributions in class.
* Clear evidence of critical thinking and outstanding contributions to all aspects of the course, as demonstrated by the quality of the student’s contributions in class.

**80-89% A, A-**

* Attendance: at least 11 out of 12 classes.
* Participation in small group exercises and large group discussions 100% of the time when in attendance.
* Clear evidence that the student has read the required course readings, as demonstrated by the quality of the student’s contributions in class.
* Clear evidence of critical thinking about the material and excellent contributions to class discussions based on the readings, as demonstrated by the quality of the student’s contributions in class.

**76-79%: B+**

* Attendance: at least 10 out of 12 classes.
* Participation in small group exercises 100% of the time and large group discussions at least 80% of the time when in attendance.
* Good evidence that the student has read at least some of the required course readings, as demonstrated by the quality of the student’s contributions in class.
* Evidence of some very good/relevant contributions to class discussion based on the readings, as demonstrated by the quality of the student’s contributions in class.

**70-75%: B**

* Attendance: at least 9 out of 12 classes.
* Participation in small group exercises 100% of the time and large group discussions at least 75% of the time when in attendance.
* Evidence that the student has read some of the required course readings, as demonstrated by the quality of the student’s contributions in class.
* Evidence of some relevant contributions to class discussions based on the readings, as demonstrated by the quality of the student’s contributions in class.

**63-69%: C+**

* Attendance: at least 8 out of 12 classes.
* Participation in small group exercises 100% of the time and large group discussions at least 60% of the time when in attendance.
* Evidence that the student has read some of the required course readings, as demonstrated by the quality of the student’s contributions in class.
* Evidence of some relevant contributions to class discussions based on the readings, as demonstrated by the quality of the student’s contributions in class.

**56-62%: C**

* Attendance: at least 7 out of 12 classes.
* Participation in small group exercises 100% of the time and large group discussions at least 60% of the time when in attendance.
* Little evidence that the student has read the required course readings, as demonstrated by the quality of the student’s contributions in class.
* Little evidence of relevant contributions to class discussions based on the readings, as demonstrated by the quality of the student’s contributions in class.

**50-55%: D**

* Attendance: at least 6 out of 12 classes.
* Participation in small group exercises 100% of the time and large group discussions about 50% of the time when in attendance.
* Little evidence that the student has read the required course readings, as demonstrated by a lack of contributions in class.
* Little evidence of relevant contributions to class discussions based on the readings.

**0-49%: F**

* Attendance: fewer than 50% of classes.
* Little evidence that student has read the course materials.
* Few contributions to large group discussions in class.