

Rubric for Assessing Student Participation

| | Exemplary (90%- 100%) | Proficient (80%-90%) | Developing (70%-80%) | Unacceptable (>70%) |
|--|---|---|--|---|
| Frequency of participation in class | Student initiates contributions more than once in each recitation. | Student initiates contribution once in each recitation. | Student initiates contribution at least in half of the recitations | Student does not initiate contribution & needs instructor to solicit input. |
| Quality of comments | Comments always insightful & constructive; uses appropriate terminology. Comments balanced between general impressions, opinions & specific, thoughtful criticisms or contributions. | Comments mostly insightful & constructive; mostly uses appropriate terminology. Occasionally comments are too general or not relevant to the discussion. | Comments are sometimes constructive, with occasional signs of insight. Student does not use appropriate terminology; comments not always relevant to the discussion. | Comments are uninformative, lacking in appropriate terminology. Heavy reliance on opinion & personal taste, e.g., "I love it", "I hate it", "It's bad" etc. |
| Listening Skills | Student listens attentively when others present materials, perspectives, as indicated by comments that build on others' remarks, i.e., student hears what others say & contributes to the dialogue. | Student is mostly attentive when others present ideas, materials, as indicated by comments that reflect & build on others' remarks. Occasionally needs encouragement or reminder to focus or comment. | Student is often inattentive and needs reminder to focus in class. Occasionally makes disruptive comments while others are speaking. | Does not listen to others; regularly talks while others speak or does not pay attention while others speak; detracts from discussion; on cell phone, surfing the Internet, etc. |