
Participation Rubric

This is the participation rubric to be used for grading participation in this course. Read it as saying “A student who demonstrates ... earns a grade of X,” where X is the letter grade at the top of the column.¹

A	B	C	D	F
Active role in discussions, drawing on texts	Regular, constructive participation drawing on texts	Inconsistent constructive participation based on texts	Vague comments reflecting limited engagement with texts	Persistent lack of engagement with texts
Full preparation for approximately every class	Substantial preparation, normally	Inconsistent evidence of preparation	Rare evidence of participation	No positive evidence of participation
Success at advancing level and depth of discussion, persistently	Regular contributions based on assigned material, which sometimes improve discussion and never diminish it	Rare or no significant contribution to the level of discussion while not reducing it	Activity sometimes diminishing the discussion and the classroom environment	Activity regularly diminishing the discussion and the classroom environment
Active engagement with and listening to peers, persistently	Sincere efforts to interact with peers, normally	Limited engagement with peers	Rare interaction with peers	No interaction with peers

1. This rubric is significantly based on, and lightly adapted from, one written by philosophy professor [Jay Odenbaugh](#). ↩