

Fall 2023

Holistic Participation Rubric

Dr. John Higgins

6 – A student receiving a 6 comes to class prepared; contributes readily to the conversations but doesn't dominate them; makes thoughtful contributions that advance the conversation; shows interest in and respect for others' views; participates actively in small groups; usefully participates in required discussion board posts. Students in this group receive an "A" for their final participation grade.

5 – A student in this group comes to class prepared and makes thoughtful comments when called upon; contributes occasionally without prompting; shows interest and respect for others' views; participates actively in small groups and discussion board activities. A 5 score may also be appropriate to an active participant whose contributions are less developed or cogent than those of a 6, showing evidence that reading was done partially, but whose comments still advance conversations. Students in this group receives an "A-/B+"

4 – A student receiving a 4 comes to class prepared, but does not voluntarily contribute to discussions and gives only minimal answers when called upon. Nevertheless these students show interest in the discussion, listen attentively, and take notes. Students in this category make marginal contributions to small group exercises, taking an active role on some occasions and a more passive role on others. Students in this category may be shy or introverted. The instructor may choose to give such students a 5 if they participate fully in small group discussions and/or make progress in overcoming shyness as the course progresses. Shy students are encouraged to see the professor in conferences. Students in this group generally receive a "B or B–" for participation.

3 – A student receiving a 3 participates in discussion, but in a problematic way. Such students may talk too much, make rambling or tangential contributions, continually interrupt the instructor with digressive questions, bluff their way when unprepared, or otherwise dominate discussions, not acknowledging cues of annoyance from instructor or students. Students in this category often profit from a conference with the instructor and can see their grade improve dramatically with adjustments to their classroom participation. Students in this group generally receive a "B-/C+" for participation.

2/1 Students in this range often seem on the margins of the class and may have a negative effect on the participation of others. Students receiving a 2 don't participate because they seem to be unprepared – unable to answer questions about readings when asked and unable to examine them during group exercises because they did not have readings with them. These students also rarely take notes or act as a recorder during group exercises. Students receiving a 1 may be actively disruptive, radiating negative energy via hostile or bored body language, or be overtly rude. Grades range from "C" to "F".

Note: This score guide assumes regular attendance. The instructor will lower participation scores in the case of excessive absences.

Name: Trevor Swan

1.) How would you, honestly, rate yourself using this rubric? Why? Feel free to place yourself on the borderline between categories (for ex. “I’m probably at the bottom end of a “5,” bordering on a “4”)

I Feel I would rate myself in the solid 5 range. I definitely am engaged in discussion every class, and come prepared consistently. I feel I particularly shine in group work, as I always contribute to the conversation. I don't feel I participate enough to put myself in the 6 range, though I still willing contribute to conversations, which I feel keeps me above a 4. My preparedness was consistent throughout the semester and I feel that solidly places me in the 5 category, but my ‘shyness’ is what really has kept me from excelling to the 6 category.

2.) Have you changed this rating since the midterm? If so, what do you feel has changed since then about your class participation?

I believe I have made a marginal improvement over the second half of the semester. I see myself thinking more critically about the topic at hand, which has led to making more profound contributions to the discussion. I see this as an improvement for myself, though I can definitely do better as I missed plenty of opportunities to participate more.

3.) (Optional) Point to any *specific examples or moments in the class* that you feel best capture your level of participation, and which you feel justifies your self-assessment.

As I mentioned in my response to the first question, I feel my participation excels in small group discussions. This is because I don’t feel the pressure of the rest of the class and can simply contribute to a smaller discussion. I feel my participation was also evident during the oral presentations, as I was consistently attentive to the current speaker, and asked thought provoking questions as a result of this. These two examples, while not encompassing the entire second half of this semester, accurately describe my level of participation, in my opinion.