**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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**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”).

**2.)** How do you think that your *classmates* and the *professor* would rate you using this rubric? Why? If there’s a difference between this ranking and your own ranking of yourself, how do you account for this ranking?

**3.)** What type of participation grade would you – realistically – like to get by the end of the semester? Higher? About the same? What steps do you plan to take in order to meet your goals? What can the professor do to help?