

### Holistic Rubric for Scoring Class Participation

6	A student receiving a 6 comes to class prepared, <sup>1</sup> contributes readily to the conversation, but doesn't dominate it; makes thoughtful contributions that advance the conversation; shows interest in and respect for others' views; participates actively in small groups.
5	Comes to class prepared and makes thoughtful comments when called upon; contributes occasionally without prompting; shows interest in and respect for others' views; participates actively in small groups. A 5 score may also be appropriate to an active participant whose contributions are less developed or cogent than those of a 6, but still advance the conversation.
4	A student receiving a 4 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.
3	A student receiving a 3 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 may be shy or introverted. The instructor may choose to give such students a 5 if they participate fully in small group discussions. Sympathetic counseling of such students often helps. <sup>2</sup>
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 often don't participate because they haven't read the material or done the homework. Students receiving a 1 may be actually disruptive, radiating negative energy via hostile or bored body language, or be overtly rude.

**Figure 21.2 Oral Presentation Rubric**

*Note:* This scoring guide assumes regular attendance; the instructor may lower participation scores for absences or tardiness.

<sup>1</sup>Preparation can be measured by quizzes, by brief writing assignments at the start of class, by completion of out-of-class journal entries or other homework, or by evidence from direct questioning.

<sup>2</sup>During class discussions of this rubric, we have found that students often want to reverse the 4's and the 3's. They will argue that a quiet student who actively listens deserves more points than the dominating/annoying student. Teachers may wish to follow this suggestion.

*Note.* From "Grading Classroom Participation," by J. C. Bean and D. Peterson, 1998, in R. S. Anderson and B. W. Speck (Eds.), *Changing the Way We Grade Student Performance: Classroom Assessment and the New Learning Paradigm* (p. 36). *New Directions for Teaching and Learning*, No. 74. San Francisco: Jossey-Bass. Copyright 1998 by Jossey-Bass. Reprinted with permission.