

Rubric for Participation Grades

Participation grades for lectures, paper discussions, and labs will be determined using the following rubric. Class participation deserving an A (>90%) will be strong in most categories; participation that is strong in some categories, but needs development in others will receive a B (80-90%); a grade of C (70-80%) reflects a need for development in most categories; a grade of D (60-70%) reflects unsatisfactory work in several categories; and F (<60%) is unsatisfactory in nearly all categories. Lack of attendance when participation is expected will result in a 0 grade for participation.

| | Strong | Needs Development | Unsatisfactory |
|----------------------------|---|---|--|
| Listening | Actively and respectfully listens to peers, guest speakers, and instructor | Sometimes displays lack of interest in the comments of others | Projects a lack of interest or disrespect in the comments of others |
| Preparation | Arrives fully prepared with all assignments completed, with notes on readings, observations, and questions | Sometimes arrives unprepared or with only superficial preparation | Exhibits little evidence of having read or thought about the assigned material |
| Quality of Contributions | Comments are relevant and reflect understanding of assigned text(s), previous remarks of other students, and insights about assigned material | Comments sometimes irrelevant, betray lack of preparation or indicate a lack of attention to the previous remarks of other students | Comments reflect little understanding of either the assignment or previous remarks made during the discussion |
| Impact on Discussion | Comments frequently help move discussion forward | Comments sometimes advance the discussion, but other times do little to move it forward | Comments do not advance the discussion or are actively stifle it |
| Frequency of Participation | Actively participates at appropriate times without dominating in a negative way | Sometimes participates, but other times is tuned out | Seldom participates and is generally not engaged OR over-participates to the point of dominating the discussion and not allowing others to comment |

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| | Strong (5-4) | Needs Development (3-2) | Unsatisfactory (1) |
|-----------------------------|---|---|--|
| Preparation & Participation | Fully prepared and actively participated in during lab | Sometimes was unprepared or minimally prepared with minimal participation | Exhibited little evidence of preparation for or participation during lab |
| Quality of Research | Good to excellent ideas and contributions related to research | Minimal to some contribution of research ideas and/or library research | No contribution to research ideas or library research |
| Quality of Data Collection | Good to excellent contribution to data collection | Minimal to some contribution to data collection | Did not collect any data |
| Quality of Writing/Editing | Good | Minimal to some contribution to writing/editing | No contribution to writing or editing |
| Working with Others | Actively and respectfully listens to group members | Sometimes displays lack of disrespect for others | Projects a lack of interest or disrespect for others |

Please provide a score (5: high to 1: low) for yourself and for each person on your team.

Self : _____

| | | | | | |
|-----------------------------|---|---|---|---|---|
| Preparation & Participation | 5 | 4 | 3 | 2 | 1 |
| Quality of Research | 5 | 4 | 3 | 2 | 1 |
| Quality of Data Collection | 5 | 4 | 3 | 2 | 1 |
| Quality of Writing/Editing | 5 | 4 | 3 | 2 | 1 |
| Working with Others | 5 | 4 | 3 | 2 | 1 |

Team Member : _____

| | | | | | |
|-----------------------------|---|---|---|---|---|
| Preparation & Participation | 5 | 4 | 3 | 2 | 1 |
| Quality of Research | 5 | 4 | 3 | 2 | 1 |
| Quality of Data Collection | 5 | 4 | 3 | 2 | 1 |
| Quality of Writing/Editing | 5 | 4 | 3 | 2 | 1 |
| Working with Others | 5 | 4 | 3 | 2 | 1 |

Team Member : _____

| | | | | | |
|-----------------------------|---|---|---|---|---|
| Preparation & Participation | 5 | 4 | 3 | 2 | 1 |
| Quality of Research | 5 | 4 | 3 | 2 | 1 |
| Quality of Data Collection | 5 | 4 | 3 | 2 | 1 |
| Quality of Writing/Editing | 5 | 4 | 3 | 2 | 1 |
| Working with Others | 5 | 4 | 3 | 2 | 1 |

Evaluator's Name: _____

Speaker's Name: _____

Critically evaluate the content and quality of each student-led discussion. Circle one value for each category, where 1 is poor and 5 is excellent. Additional comments can be written below. Your name will be used for attendance purposes only and will not be passed onto the speakers.

| Knowledge of Topic/Overall Content – <i>good coverage of relevant material and a well-versed, knowledgeable speaker</i> | | | | |
|--|--|---|---|---|
| Large gaps in information presented. Lack of knowledge on topic. Clearly not prepared. 1 | Missing some information and speaker not well prepared or knowledgeable about topic. 2 | Good overview of topic, but debate is very one-sided. Speaker is prepared for topic. 3 | Missing some relevant information. Speaker is well-versed in topic and knowledgeable. 4 | Good overview of topic, background, and solution critique with thorough assessment of the main debate. Speaker is well-versed in topic and knowledgeable. Able to answer questions. 5 |
| Speaking Ability – <i>clearly presented (i.e., good tone, use of gestures, level of enthusiasm)</i> | | | | |
| Not clear or well-spoken. Unable to lead/maintain conversation on topic. 1 | Presentation was difficult to follow; speaker was not practiced and/or was unsure. 2 | Presentation lacking two of the 'clear' characteristics, but relied heavily on notes (minimal eye-contact). 3 | Presentation lacking one of the 'clear' characteristics, some reliance on notes. 4 | Clear presentation, good eye-contact with audience. Minimal distracting gestures or words. 5 |
| Class Engagement – <i>use of visual multimedia and/or communication skills to engage and capture the attention of the class</i> | | | | |
| Minimal class discussion and engagement. Inappropriate use of visual aids (i.e., no aids, when they would have been helpful; or visual aids that did not help or fit the topic). 1 | Pictures and text were not relevant and/or poor visual aid quality that distracted from overall discussion. Little class discussion, presentation dominated by leader. 2 | Relevant pictures and/or text as required for topic. Maintained adequate conversation and class engagement, but need better management of the discussion. 3 | Relevant pictures and/or text as required for topic and they were of good quality. Maintained conversation and class engagement at a good pace. 4 | Relevant pictures and/or text as required for topic. Excellent quality and used appropriated. Maintained a lively and engaging conversation. 5 |
| Choice of Assignments – <i>select an interesting and relevant reading, video, or website that aids the overall discussion</i> | | | | |
| Assignment not discussed during class. 1 | Less discussion of readings in class and no relevance to the topic. 2 | Discussed in class, but relevance to the overall topic was not made clear. 3 | Relevant and appropriately discussed in class, but difficult to read/follow/understand. 4 | Relevant, easy to read, good length, appropriately discussed in class. 5 |
| Organization – <i>class was both engaging and informative</i> | | | | |
| | Class period was lacking in organization. 2 | Average class period. Some organization, but needed a better plan to make the class engaging and informative. 3 | Class period was informative, but not engaging or vice versa. Organization was good, but could be improved for greater clarity. 4 | Class period was both engaging and informative. Info presented in both a creative and relevant way. Excellent organization. 5 |

Total: _____/25

Additional comments: