

Here is the rubric for class preparation and participation that I have used in my courses.

| Indicators of Student Preparation | poor | | excellent | |
|---|------|---|-----------|---|
| Has command of basic principles from the readings | 1 | 2 | 3 | 4 |
| Articulates multiple perspectives or alternative viewpoints | 1 | 2 | 3 | 4 |
| Uses and then surpasses previous knowledge constructions | 1 | 2 | 3 | 4 |
| Considers errors | 1 | 2 | 3 | 4 |
| Inter-relates concepts | 1 | 2 | 3 | 4 |

Indicators of Student Participation

| | | | | |
|---|---|---|---|---|
| Enters into class discussions | 1 | 2 | 3 | 4 |
| Offers both questions and comments | 1 | 2 | 3 | 4 |
| Responds substantively and thoughtfully to questions and comments of others [Does NOT simply wait for air time] | 1 | 2 | 3 | 4 |
| Encourages others to participate by asking opinions, seeking clarification, and balancing control of air time | 1 | 2 | 3 | 4 |

Sometimes I assessed students. Sometimes I had students assess each other in their small groups. Sometimes I had students assess themselves. I have at times allowed classes to award up to %25 of their course grade to class preparation and participation.

The point value can be adjusted any way you prefer. When starting out with rubrics sometimes it is helpful to have a binary system, awarding a 0 or a 1. This means that all the assessor has to do is notice if the desired behavior is not present [0] or present [1]. After you get accustomed to using a rubric you can start noting gradations of desirable behavior by adding additional point values.

Or try this system from Professor Hugh DuBrulle, University of Puget Sound, who calls it Collegiality

<http://www.anselm.edu/academic/history/hdubulle/BritHist2/text/requirements/collegiality.htm>