

Strategy: Grading Student Participation

Because research shows both benefits from and limitations for grading participation, it is important to consider various options for doing so.

Origin

Chapnick, A. (2009). Creating a class participation rubric. Retrieved from <http://www.facultyfocus.com/articles/educational-assessment/creating-a-class-participation-rubric/>.

Cordell, R. (2010). *Grading classroom participation rhetorically*. Retrieved from <http://chronicle.com/blogs/profhacker/grading-classroom-participation-rhetorically/27448>.

Hunt, S. (2010). *Communication 371: Participation log assignment*. Retrieved from <http://www.illinoisstate.edu/~skhunt2/371.doc>.

Tunney, K. (n.d.). Ways to demonstrate participation. Retrieved from <http://www.siue.edu/~deder/partrub.html>.

Application

Use a Participation Rubric.

- Create the rubric.
 1. Explicitly state goals in the first column of the rubric.
 2. List the “things you are looking for” or criteria for each of the goals.
 3. Create the rating scale for each of the performance levels.
 4. Test the rubric against the learning goals of the assignment to be sure nothing is missing.
- Discuss the rubric with students.
- Consider allowing students to assess themselves using the rubric.
- Rubrics may consider positive attributes (Enters into class discussion, Offers questions or comments during class, Visits podium after class, Visits office hours to clarify ideas, Engages in online discussions, Offers questions or comments via email) and negative attributes (Skips class, Comes late to class, Sleeps in class, Exhibits disruptive behavior).

Ask students to grade themselves rhetorically.

- At predetermined points throughout the semester, have students write a one-page essay to:
 1. Propose what grade they deserve for class participation thus far
 2. Defend their proposed grade with evidence from the classroom.
- Be prepared to provide feedback for students, especially those whose perceptions of their participation vary greatly from yours.

Use Reflective Response (RR).

- Give students 10 minutes of unannounced, free writing time on a prompt that fits the course content. Doing this throughout the semester at unannounced times can measure attendance and participation.

