# Participation Rubric Template

This rubric template has been developed for assessing participation. It provides some general criteria for assessing students and can be customized to reflect the specific elements of your assignment. If you would like to attach this rubric to your assignment in Blackboard, rather than using the Blackboard rubrics tool, you can download and customize this template.

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| **Criteria** | **0 Points****(Unsatisfactory)** | **3 Points****(Satisfactory)** | **5 Points (Exemplary)** |
| **Frequency of participation in class** | Does not initiate contribution & needs instructor to solicit input. | Initiates contribution once in each recitation. | Initiates contributions more than once in each recitation. |
| **Quality of comments** | Comments are uninformative, lacking in appropriate terminology. Heavy reliance on opinion & personal taste, e.g., “I love it”, “I hate it”, “It’s bad” etc. | Comments mostly insightful & constructive; mostly uses appropriate terminology. Occasionally comments are too general or not relevant to the discussion | Comments always insightful & constructive; uses appropriate terminology. Comments balanced between general impressions, opinions & specific, thoughtful criticisms or contributions. |
| **Listening Skills** | Does not listen to others; regularly talks while others speak or does not pay attention while others speak; detracts from discussion; sleeps, etc. | Mostly attentive when others present ideas, materials, as indicated by comments that reflect & build on others’ remarks. Occasionally needs encouragement or reminder to focus on content | Listens attentively when others present materials, perspectives, as indicated by comments that build on others’ remarks, i.e., student hears what others say & contributes to the dialogue |
| **Demonstrates knowledge and understanding of content with references & support** | Dialogue shows little evidence of knowledge and understanding of course content and includes no references or supporting experience. | Dialogue shows evidence of knowledge and understanding of course content. Uses personal experience and some references from literature and personal experience. | Dialogue shows evidence of knowledge and understanding of course content and include other resources that extend the learning of the community.Uses references to literature, readings, or personal experience to support comments. |