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Rubric for Assessing Student Participation

	Exemplary (90%- 100%)	Proficient (80%-90%)	Developing (70%-80%)	Unacceptable (>70%)
Frequency of participation in class	Student initiates contributions more than once in each class.	Student initiates contribution once in each class.	Student initiates contribution at least in half of the classes	Student does not initiate contribution & needs instructor to solicit input.
Quality of comments	Comments always insightful & constructive; uses appropriate terminology. Comments balanced between general impressions, opinions & specific, thoughtful criticisms or contributions.	Comments mostly insightful & constructive; mostly uses appropriate terminology. Occasionally comments are too general or not relevant to the discussion.	Comments are sometimes constructive, with occasional signs of insight. Student does not use appropriate terminology; comments not always relevant to the discussion.	Comments are uninformative, lacking in appropriate terminology. Heavy reliance on opinion.
Listening Skills	Student hears what others speak & contributes to the dialogue. Student never or rarely sends text messages or e-mails in class.	Student is mostly attentive when others present their comments. Student occasionally sends text messages or e-mails in class.	Student is often inattentive and needs reminder of focus of class. Occasionally makes disruptive comments while others are speaking. Student occasionally sends text messages in class.	Does not listen to others; regularly talks while others speak or does not pay attention while others speak; detracts from discussion; sleeps, etc. Student excessively sends text messages or e-mails in class.
English Grammar	Excellent control of the mechanics of English. May contain occasional errors in spelling or punctuation.	Good control of the mechanics of English. May contain minor errors in spelling or punctuation.	Some control of the mechanics of English. May contain errors in spelling or punctuation.	Almost no control of the mechanics of English.

Based on the “Rubric for Assessing Student Participation” designed by the Eberly Center, Carnegie-Mellon University,)
https://www.cmu.edu/teaching/assessment/examples/courselevel-bytype/performancecriteria/course_rubricparticipation-ArtSociety.html

Escala de notas para las tareas escritas

100%:

- Responde a las preguntas con detalle, claridad y demuestra el uso de pensamiento crítico-analítico.
- Se dan respuestas completas.
- Existen poquísimos errores de gramática

95%-99%:

- Responde las preguntas con detalle, claridad y demuestra el uso de pensamiento crítico-analítico.
- Se dan respuestas completas.
- Existen mínimos errores de gramática

90%-94%:

- Responde a las preguntas con cierto detalle y cierta claridad. Revela cierto uso de las habilidades del pensamiento crítico analítico.
- Se dan respuestas completas.
- Existen errores de gramática.

80%-89%:

- Las respuestas carecen de claridad y detalle. Se responde rápidamente sin hacer uso de las habilidades propias del pensamiento crítico analítico.
- Se dan respuestas no completas.
- Existen muchos errores de gramática.

70%-79%:

- Las respuestas carecen de claridad y detalle. No se percibe huella del uso de las habilidades propias del pensamiento crítico analítico.
- Se dan respuestas muy breves que no contestan las preguntas.
- Existen muchísimos errores de gramática.

0%-69%:

- Se dan respuestas que no contestan las preguntas o que las contestan mínimamente.
- Errores grandes de gramática: estilo, sintaxis, deletreo.