Participation Rubric
ALS 609 – Engaged Pedagogy
Laurie Jones Neighbors

Exceeds Expectations (A range)

In class:
✓ offers relevant, insightful and thoughtful comments during class discussion
✓ contributes to making the class an effective learning environment
✓ contributes a steady flow of comments or questions that advance the class or group discussion during most class meetings, but does not dominate discussion
✓ frequently evidences ongoing interaction with the engagedpedagogy community by referring to online discussions in class
✓ listens attentively, responds respectfully, and asks relevant and meaningful follow-up questions
✓ does not talk while others are talking
✓ non-verbal communication indicates interest and attention to tasks and people
✓ addresses people by name, makes eye contact
✓ perfect (or close to perfect) attendance
✓ is always (or nearly always) on time
✓ ensures understanding by asking questions (as needed) in class or outside class
✓ communicates with instructor

engagedpedagogy community:
✓ makes several (three or more) thoughtful, meaningful, interesting, and engaging posts a week to the community
✓ responds to other participant’s posts in comment fields frequently throughout the week
✓ sticks with difficult exchanges in a productive manner by continuing difficult dialogue in a timely, thoughtful manner
✓ synthesizes thoughts, ideas, and applications throughout the community in order to shed new light on ideas
✓ exhibits invitational communication methods (using a friendly, open tone, ending posts and responses with interesting questions, validating other participant’s ideas, conceding when appropriate, etc.)
✓ uses a meta-cognitive approach (commenting on your own thought process – how your ideas have formed and changed, how you are shaping ideas in the moment)
✓ refers frequently to class discussions and reading topics

Meets Expectations (B range)

In class:
✓ offers relevant and thoughtful comments during class discussion
✓ exhibits appropriate classroom behavior
✓ contributes several comments or questions that advance the class or group discussion during most class meetings, but does not dominate discussion
✓ often evidences ongoing interaction with the engagedpedagogy community by referring to online discussions in class
✓ listens attentively, responds respectfully, and asks follow-up questions
✓ does not talk while others are talking
✓ non-verbal communication often indicates interest and attention to tasks and people
✓ usually stays on task
✓ usually attends class (2-3 absences)
✓ usually on time
✓ ensures understanding by asking questions (as needed) in class or outside class
✓ communicates with instructor

engagedpedagogy community:
✓ makes regular (two or three) thoughtful, meaningful, interesting, and engaging posts a week to the community
✓ responds to other participant’s posts in comment fields regularly (several comments appear throughout the community on at least two days during the week)
✓ sticks with difficult exchanges in a productive manner by continuing difficult dialogue
✓ attempts to synthesize thoughts, ideas, and applications throughout the community in order to shed new light on ideas
✓ frequently attempts to exhibit invitational communication methods (using a friendly, open tone, ending posts and responses with interesting questions, validating other participant’s ideas, conceding when appropriate, etc.)
✓ occasionally includes a meta-cognitive approach (commenting on your own thought process – how your ideas have formed and changed, how you are shaping ideas in the moment)
✓ refers occasionally to class discussions and reading topics
**Approaching Expectations (C-D range)**

**In class:**
- sometimes contributes a comment or question that advances the class or group discussion
- occasionally evidences ongoing interaction with the engaged pedagogy community by referring to online discussions in class
- listens to others, but may not always be respectful or considerate
- non-verbal communication sends mixed signals about interest and attention to tasks and people (engagement unclear, but actions are not generally disruptive)
- attempts to stay on task, but may be frequently distracted
- usually attends class, but attendance is irregular (4-6 absences)
- attempts to arrive at class on time

**engaged pedagogy community:**
- posts once or twice a week to the community in a fairly well-developed fashion
- responds to other participant's posts in comment fields weekly
- attempts to stick with difficult exchanges in a productive manner by continuing difficult dialogue
- occasionally attempts to exhibit invitational communication methods (using a friendly, open tone, ending posts and responses with interesting questions, validating other participant’s ideas, conceding when appropriate, etc.)
- refers occasionally to class discussions and reading topics, though connections may be difficult to discern

**Does Not Meet Expectations (D-F range)**

**In class:**
- does not participate in class/group discussion or contributions are off-topic
- regularly dominates class/group discussions
- few if any helpful comments during class discussion
- does not evidence familiarity with the engaged pedagogy community
- often talks while others are talking
- non-verbal communication indicates a lack of interest in tasks and people (multi-tasking, nodding off, etc.)
- often off task and/or leads group/class from related activity
- exhibits inappropriate class behaviors
- actively detrimental to achieving class objectives
- poor attendance
- often late
- does not communicate with instructor

**engaged pedagogy community:**
- posts are not well developed and are infrequent
- responses to others are dismissive or inflammatory
- does not respond when asked questions by other participants
- does not attempt invitational communication methods
- shows little connection with course concepts