**Participation guidelines and student generated self-assessment rubric for students in remote and face to face classroom settings**

*How it Works:*

1/ Step 1: student buy-in

* During the first session of each class, students help define participation criteria and expectations.
* Students gain control over the assessment process.
* This exercise establishes a collaborative and energetic atmosphere and set the tone for the semester.

2/ Step 2: responsibility

* Students feel responsible for their own success in participation since they outlined the categories and criteria.
* They control how they perform in each category:
* Frequency and quality of individual comments and contributions
* Demeanor and physical presence
* Interactions with peers
* Use of target language

3/ Step 3: Transparency and convenience

* Self-evaluation: students complete the participation rubric at the end of each module and upload to Canvas.
* Instructor reviews the rubric and can adjust the grade.
* Forthcoming: creation on a quiz template in Canvas where students can access and complete participation rubric; results will upload directly to Canvas grade book. The “quiz” will include a section where students and instructor can comment.

This method removes any guesswork from assessing participation and it creates an entirely transparent process for students and instructors. Students gain more control over the learning process. The assessment is equitable for remote and face to face students as students delineate what type of engagement will be recognized and rewarded.

**Participation guidelines and rubric for French 3356**

* students receive a participation grade at the end of each module
* there are five modules
* each participation grade is worth 20 points
* there are four criteria; each one is worth 5 points

1. Frequency and quality of individual comments and contributions to classroom discussion (5 points)
2. I contribute to the discussion by raising thoughtful questions, analyzing relevant issues, building on others’ ideas, synthesizing across readings and discussions, expanding the class’ perspective, and appropriately challenging assumptions and perspectives
3. I attend to what others say as evidenced by regularly building on, clarifying, or responding to other students’ comments. I remind the class group of comments made by someone earlier that are pertinent.

always : 5 points

usually : 4-3 points

infrequently : 2-1 point

Total :

II. Demeanor and physical presence (5 points)

1. I do not leave class, I arrive on-time, I attend class in an environment that can facilitate and is favorable to active classroom participation
2. I limit multi-tasking to a minimum. I stay focused on our classroom discussion and lecture.
3. I come to class ready to learn and maintain a professional presence throughout class.

always : 5 points

usually : 4-3 points

infrequently : 2-1 point

Total :

III. Interactions with peers (5 points)

1. I show respect for members of the class, both in speech and manner, and for the method of shared inquiry and peer discussion. I challenge ideas respectfully, and encourage others to do the same. I do not dominate discussion.
2. I take responsibility for maintaining the flow and quality of the discussion whenever needed and I try to engage reluctant participants.

always : 5 points

usually : 4-3 points

infrequently : 2-1 point

Total :

IV. Use of target language

1. I use or make a concerted effort to use target language to ask and answer questions.

always : 5 points

usually : 4-3 points

infrequently : 2-1 point

Total :

TOTAL : \_\_\_\_\_\_\_\_/20

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Sources:

* Eberly Center, Carnegie Mellon University
* <https://openmindplatform.org/wp-content/uploads/2020/10/Takeaway.pdf>
* Student input during classroom discussion