

FACULTY OF ARTS AND SOCIAL SCIENCES - ASSESSMENT FOR UNIT OF STUDY PARTICIPATION PROVISIONS 2014

Rationale and principles:

1. Assessment of Unit of Study participation is one approach to encourage students to take responsibility for their own learning and rewards the contribution of students to an active learning process. Participation requires preparation and active engagement.
2. Different disciplines require different forms of Unit of Study participation which may require a student to undertake fieldwork or an internship, attend a weekly tutorial or seminar, and/or complete online components such as exercises, quizzes or blogs.
3. A participation mark is not an attendance (or completion) mark although a student's attendance (or completion) record will influence the extent of participation achieved and thus the mark awarded.
4. The award of a Unit of Study participation mark may be, for example, for evidence of adequate preparation such as completion of assigned readings or exercises, active and meaningful engagement in face-to-face or online discussions, preparation of questions for discussion, questioning of others in a constructive way, thoughtful responses to comments, and/or conduct within online forums or face-to-face classes.
5. A Unit of Study participation mark does not include any summative assessment which carries a word count and is assessed separately.
6. If a Unit of Study's assessment includes a mark for participation, explicit and clear criteria for the assessment of this participation must be stated in the Unit of Study Outline.

Implementation:

1. Unit of Study Coordinators and Tutors should monitor participation on an ongoing basis rather than only evaluating it retrospectively at the end of a semester.
2. If Unit of Study participation is worth more than 10% of the total marks for a Unit of Study, the Unit of Study Coordinator and/or Tutors should make a record of student achievement against each criterion for assessment of participation.
3. Unit of Study Coordinators and Tutors must ensure the provision of equal opportunity for student participation.
4. If a student is taught in a Unit of Study by a number of different lecturers/tutors for only a short time, it may not be appropriate to award a participation mark as part of the Unit's assessment.
5. Assessment of Unit of Study participation must be appropriate for the intending learning outcomes.
6. Marks are not to be awarded for attendance.

7. Students should be informed of ways that they can prepare to participate effectively in a Unit of Study.
8. Participation will be influenced by learning styles and cultural backgrounds. The Unit Coordinator and Tutors should provide timely regular feedback to students on the nature and quality of participation observed.
9. Further examples (to those listed above) for which participation marks may be awarded are:
 - Demonstration of preparation
 - Evidence of readings beyond those recommended
 - Willingness to lead discussion, report back on behalf of a group and/or to seek clarification
 - Responsiveness and support for suggestions that may be counter to majority opinion
 - Interpretation and analysis of material

Examples of rubrics for grading participation in UG and PG Units of Study

EXAMPLE 1:

Grade	Criteria
0	<ul style="list-style-type: none"> • Absent
1	<ul style="list-style-type: none"> • Present, not disruptive. • Tries to respond when called on but does not offer much. • Demonstrates very infrequent involvement in discussion.
2	<ul style="list-style-type: none"> • Demonstrates adequate preparation: knows basic case or reading facts, but does not show evidence of trying to interpret or analyze them. • Offers straightforward information (e.g., straight from the case or reading), without elaboration or very infrequently (perhaps once a class). • Does not offer to contribute to discussion, but contributes to a moderate degree when called on. • Demonstrates sporadic involvement.
3	<ul style="list-style-type: none"> • Demonstrates good preparation: knows case or reading facts well, has thought through implications of them. • Offers interpretations and analysis of case material (more than just facts) to class. • Contributes well to discussion in an ongoing way: responds to other students' points, thinks through own points, questions others in a constructive way, offers and supports suggestions that may be counter to the majority opinion. • Demonstrates consistent ongoing involvement.
4	<ul style="list-style-type: none"> • Demonstrates excellent preparation: has analyzed case exceptionally well, relating it to readings and other material (e.g., readings, course material, discussions, experiences, etc.). • Offers analysis, synthesis, and evaluation of case material, e.g., puts together pieces of the discussion to develop new approaches that take the class further. • Contributes in a very significant way to ongoing discussion: keeps analysis focused, responds very thoughtfully to other students' comments, contributes to the cooperative argument-building, suggests alternative ways of approaching material and helps class analyze which approaches are appropriate, etc. • Demonstrates ongoing very active involvement.

Source: Maznevski, M. (1996), 'Grading class participation', *Teaching Concerns*, Available at: http://trc.virginia.edu/wp-content/uploads/2013/08/SP96_grading-class-participation.pdf

EXAMPLE 2:

A+	A	B	C	D	F
Actively supports, engages and listens to peers (ongoing)	Actively supports, engages and listens to peers (ongoing)	Makes a sincere effort to interact with peers (ongoing)	Limited interaction with peers	Virtually no interaction with peers	No interaction with peers
Arrives fully prepared at every session	Arrives fully prepared at almost every session	Arrives mostly, if not fully, prepared (ongoing)	Preparation, and therefore level of participation, are both inconsistent	Rarely prepared	Never prepared
Plays an active role in discussions (ongoing)	Plays an active role in discussions (ongoing)	Participates constructively in discussions (ongoing)	When prepared, participates constructively in discussions and makes relevant comments based on the assigned material	Rarely participates	Never participates
Comments advance the level and depth of the dialogue (consistently)	Comments occasionally advance the level and depth of the dialogue	Makes relevant comments based on the assigned material (ongoing)	When prepared, participates constructively in discussions and makes relevant comments based on the assigned material	Comments are generally vague or drawn from outside of the assigned material	Demonstrates a noticeable lack of interest in the material (on going)
Group dynamic and level of discussion are consistently better because of the student's presence	Group dynamic and level of discussion are often better because of the student's presence	Group dynamic and level of discussion are occasionally better (never worse) because of the student's presence	Group dynamic and level of discussion are not affected by the student's presence	Demonstrates a noticeable lack of interest (on occasion)	Group dynamic and level of discussion are significantly harmed by the student's presence

Source: Chapnick, A. (2009), 'A participation rubric', *The Teaching Professor*, March, p.4. Available at: <http://www46.homepage.villanova.edu/john.immerwahr/TP101/lects/participation%20matrix0001.pdf>

EXAMPLE 3:

Criteria	Description of criteria	Levels of Attainment			
		Developing	Competent	Advanced	Exemplary
Made relevant comments	Relevant comments are those that focus on significant issues that bear on the topic in question. Relevant comments may include elaboration on a topic, explaining its assumptions, using an example or analogy to shed some light on it, etc. A student whose comments <i>for the most part</i> tend to focus on				



		Levels of Attainment			
Criteria	Description of criteria	Developing	Competent	Advanced	Exemplary
	issues that are tangential to the topic in question and sidetrack from the debates is not likely to do well.				
Articulated (your) ideas clearly	Use of clear, simple sentences to explain one's ideas. This may involve taking some time to clarify your position where necessary. Statements such as "... this topic is just too complex, and I can't say what I mean but I take it that you all know what I'm talking about," are unhelpful.				
Presented well-structured arguments	Comments are coherent. This does not mean that you must express your ideas in formal sentences. However, your ideas are set out in a systematic manner such that people can follow what you are saying. People sometimes confuse their audience when they fail to present their ideas systematically.				
Posed questions to the group	Raising questions that are central to the topic. This involves not simply surveying others' opinions but rather inviting them to investigate particular issues further, or to query assumptions made in a particular argument. You may also point out that a particular point made by someone else is not as cut-and-dried as it is presented to be.				



		Levels of Attainment			
Criteria	Description of criteria	Developing	Competent	Advanced	Exemplary
Sparked discussion and comments from others	Related to the previous criterion. Instigating debate rather than foreclosing on an issue. Rhetorical questions such as "I simply cannot agree with his conclusions, can you?" without further elaboration do not invite comments.				
Responded to criticisms as well as compliments	Replying to others who seek clarification or who have rebutted one of your claims. If someone suggests that your view is implausible, respond to it. If they have misunderstood you or overlooked a particular issue, point it out politely, explaining how or why they have not grasped your point.				
Demonstrated consideration and respect of others	Consideration is the key here. If there are differences of opinion, try to explore why this might be so rather than put someone down.				
Built on the ideas and contributions of others	Drawing on the comments and suggestions of others, exchanging ideas and working together to arrive at a more plausible/defensible view.				

Source: Grading Class Participation, UNSW Teaching Gateway. Available at:
<http://teaching.unsw.edu.au/assessing-classroom-participation>

EXAMPLE 4:

Component	Sophisticated	Competent	Not Yet Competent	Unacceptable
<i>Conduct</i>	Student shows respect for members of the class, both in speech and manner, and for the method of shared inquiry and peer discussion. Does not dominate discussion. Student challenges ideas respectfully, encourages and supports others to do the same.	Student shows respect for members of the class and for the method of shared inquiry and peer discussion. Participates regularly in the discussion but occasionally has difficulty accepting challenges to his/her ideas or maintaining respectful attitude when challenging others' ideas.	Student shows little respect for the class or the process as evidenced by speech and manner. Sometimes resorts to ad hominem attacks when in disagreement with others.	Student shows a lack of respect for members of the group and the discussion process. Often dominates the discussion or disengages from the process. When contributing, can be argumentative or dismissive of others' ideas, or resorts to ad hominem attacks.
<i>Ownership/ Leadership</i>	Takes responsibility for maintaining the flow and quality of the discussion whenever needed. Helps to redirect or refocus discussion when it becomes sidetracked or unproductive. Makes efforts to engage reluctant participants. Provides constructive feedback and support to others.	Will take on responsibility for maintaining flow and quality of discussion, and encouraging others to participate but either is not always effective or is effective but does not regularly take on the responsibility.	Rarely takes an active role in maintaining the flow or direction of the discussion. When put in a leadership role, often acts as a guard rather than a facilitator: constrains or biases the content and flow of the discussion.	Does not play an active role in maintaining the flow of discussion or undermines the efforts of others who are trying to facilitate discussion.

Component	Sophisticated	Competent	Not Yet Competent	Unacceptable
<i>Reasoning</i>	Arguments or positions are reasonable and supported with evidence from the readings. Often deepens the conversation by going beyond the text, recognizing implications and extensions of the text. Provides analysis of complex ideas that help deepen the inquiry and further the conversation.	Arguments or positions are reasonable and mostly supported by evidence from the readings. In general, the comments and ideas contribute to the group's understanding of the material and concepts.	Contributions to the discussion are more often based on opinion or unclear views than on reasoned arguments or positions based on the readings. Comments or questions suggest a difficulty in following complex lines of argument or student's arguments are convoluted and difficult to follow.	Comments are frequently so illogical or without substantiation that others are unable to critique or even follow them. Rather than critique the text the student may resort to ad hominem attacks on the author instead.
<i>Listening</i>	Always actively attends to what others say as evidenced by regularly building on, clarifying, or responding to their comments. Often reminds group of comments made by someone earlier that are pertinent.	Usually listens well and takes steps to check comprehension by asking clarifying and probing questions, and making connections to earlier comments. Responds to ideas and questions offered by other participants.	Does not regularly listen well as indicated by the repetition of comments or questions presented earlier, or frequent non sequiturs.	Behavior frequently reflects a failure to listen or attend to the discussion as indicated by repetition of comments and questions, non sequiturs, off-task activities.

Component	Sophisticated	Competent	Not Yet Competent	Unacceptable
<i>Reading</i>	Student has carefully read and understood the readings as evidenced by oral contributions; familiarity with main ideas, supporting evidence and secondary points. Comes to class prepared with questions and critiques of the readings.	Student has read and understood the readings as evidenced by oral contributions. The work demonstrates a grasp of the main ideas and evidence but sometimes interpretations are questionable. Comes prepared with questions.	Student has read the material, but comments often indicate that he/she didn't read or think carefully about it, or misunderstood or forgot many points. Class conduct suggests inconsistent commitment to preparation.	Student either is unable to adequately understand and interpret the material or has frequently come to class unprepared, as indicated by serious errors or an inability to answer basic questions or contribute to discussion.

Source: Eberly Center for Teaching Excellence, Carnegie Mellon University. Available at: <http://www.cmu.edu/teaching/designteach/teach/rubrics.html>

NOTES

Faculty of Arts and Social Sciences - Assessment for Unit of Study Participation Provisions 2014

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Approved by: Professor Duncan Ivison,
Dean Faculty of Arts and Social Sciences

Signature:

Related documents:

Faculty of Arts and Social Sciences - Student Attendance at Classes Provisions 2014