

ASSESSMENT GUIDELINES FOR CLASSROOM PARTICIPATION

Assessment in the category of “attendance, preparation and participation” is based on the principle that we learn from each other. In our student-centered/interactive classroom, we are all expected to contribute actively and regularly to the collective **educational experience**.

Assessment is also based on what have been proved to be the best habits for **learning**. *Students learn most and best when they engage actively in classroom discussions*. “Active engagement” means *producing the knowledge* that you acquire by formulating it *in your own words*, orally or in writing. It should be understood that “engagement” encompasses not only *expressing an opinion or formulating an idea*, but also *asking questions* that help the professor clarify matters that might be causing difficulties for others.

As indicated on the course description, students will be evaluated **daily** according to their level of participation in class. Basic, **minimal** requirements are for all students enrolled in this class to:

- **attend** all classes and to arrive **punctually**;
- demonstrate in class that they have **read and studied the assigned material to the best of their abilities**;
- submit all **assignments** punctually and according to directions;
- show **caring respect** for all members of the class, through informal interventions and through organized collaborative assignments.

As indicated, the expectations listed here are **minimal**.

The scale for distinguishing between what constitutes “excellent” (90-99), “good” (80-89) and adequate (70-79) participation, is based on these principles:

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| 95 | Student complies with basic expectations and regularly intervenes in class in a collaborative and supportive way; interventions (comments, questions) are always pertinent and show a bona fide desire to help sharpen our focus and deepen our understanding. |
| 90 | Student complies with basic expectations and usually intervenes in class in a collaborative and supportive way; interventions (comments, questions) are always pertinent and show a bona fide desire to help sharpen our focus and deepen our understanding. |
| 88 | Student complies with basic expectations and, often , intervenes in class in a collaborative and supportive way; interventions (comments, questions) are usually pertinent and show a bona fide desire to help sharpen our focus and deepen our understanding. |
| 85 | Student complies with basic expectations and, sometimes , intervenes in class in a collaborative and supportive way; interventions (comments, questions) are usually pertinent and show a bona fide desire to help sharpen our focus and deepen our understanding. |
| 80 | Student complies with basic expectations but intervenes infrequently intervenes in class. |
| 78 | Student complies with basic expectations but never or practically never intervenes in class. |
| 75 or lower | To one degree or another, student has failed to comply with expectations. |

If a student needs to miss class due to either illness or some other emergency, they are expected to **communicate this by email** to the professor. First and foremost, you are expected to **take care of your own health** and to help maintain a healthy environment for others by staying home when you become ill. Your professor is here to help you make up anything you miss for justifiable reasons.