Self-Reflective Participation Assessment

1. First, in the list of participation criteria on the back, italicize those skills/knowledge that you believe you regularly demonstrate and boldface the aspects of participation that you plan to work on.

2. Then detail below how you have demonstrated these keys to quality participation by commenting and giving examples separately for each one (TYPE your answers):
   a) active, deep listening during class
   b) preparation before speaking or before writing in class
   c) rigorous support of interpretations and analyses with textual evidence logical reasoning
   d) advancing and /or changing your ideas based on others’ perspectives and arguments

3. SAVE your work on your hard drive. PRINT DOUBLE-SIDED to save paper. If you must use 2 pages, STAPLE THEM.

Given that analysis, note what grade you think your participation has earned so far, and summarize why you would give yourself this grade. Grade: _______

Why:

Inspired by a conversation with Stacy Williams-Duncan, doctoral candidate, Curry School of Education.
Participation Criteria (from our syllabus):

A-level participation:
- You demonstrate excellent preparation, having taken notes inside or outside the book about what strikes you, your interpretations, your questions.
- Your comments and questions show that you have read the assigned chapters and related historical/literary notes and considered that material thoughtfully.
- Your take-aways demonstrate that you have listened carefully to others’ comments and ideas and have engaged with those ideas to reflect on—and perhaps change—your own.
- You analyze readings and synthesize new information with other knowledge (from your experiences, discussions outside class, films, other readings, etc.).
- You make original points.
- During class, you write notes about others’ ideas.
- You synthesize discussion points to develop new approaches that take the class further. You respond thoughtfully to others’ comments with ideas and questions.
- You sometimes engage the other students in dialogue, perhaps challenging them to develop their ideas more deeply, perhaps debating with them a different position.
- You build convincing arguments by working with what others say; but you also do not hesitate to question others or the majority view when you have a different understanding or interpretation.
- You stay focused on the topic under discussion.
- You volunteer regularly but do not dominate discussions.
- In group conversations, you stay on topic and work toward balanced participation by all.
- If your supported interpretation is not a popular one, you are able to make a case for your position, rather than yielding to the majority.

B-level participation:
- You demonstrate good preparation, perhaps having written some notes before class.
- You interpret and analyze course material.
- Your take-aways demonstrate that you have sometimes listened carefully to others’ comments and ideas.
- You volunteer regularly in class, with interesting ideas.
- You think through your own points, respond to others’ ideas, & question others in a constructive way.
- You may occasionally question others’ views and/or engage in dialogue with others.
- You raise good questions about readings.
- You stay focused on topic during whole-class discussions and in group conversations.

C-level participation:
- You demonstrate adequate preparation.
- You understand the readings but show little analysis.
- You respond well or moderately well when called upon, but you rarely volunteer; or you talk without advancing the discussion.
- You might not stay consistently focused on topic.
- You do not demonstrate that you have listened well to others’ ideas or incorporated them into your analysis or interpretations.

Our GOALS: Our in-person, in-class discussions and reflections should help you pursue the goals of practicing and developing . . .
- your ability to listen deeply to others’ ideas
- your skill in making an argument, that is, knowing why you hold an opinion and how to find and use reasoning and evidence to support it and convince your listeners
- your facility in sharing your ideas verbally with others
- your skill in helping others work out their ideas
- your ability to understand others’ ideas in conversation and weigh them deliberately, appreciatively
- better appreciation and awareness for how ideas develop, grow, and improve in conversation with others
- your skill in sharing your thoughts and in offering civil, positive, clear comments