

Rubric for Assessing Student Participation

	Exemplary (9-10)	Proficient (8-9)	Developing (7-8)	Unacceptable (6-7)
Use of the target language	Student interacts in Chinese during the entire class and only uses English after asking the instructor for permission to do so.	Student tries to interact in Chinese almost exclusively.	Student interacts in Chinese but uses English sometimes without asking for permission.	Student is present but does not join discussion/exercises during the entire class.
Frequency of participation (in videoconference)	Student initiates contributions more than once in each discussion.	Student initiates contribution once in each discussion.	Student initiates contribution at least in half of the discussions.	Student does not initiate contribution & needs instructor to solicit input.
Initial discussion post	Student completes every assignment by the indicated hour.	Student sometimes complete assignments a little bit late by the indicated hour.	Student usually complete assignments late after the indicated hour.	Student very often submit the assigned post too late to allow others to respond.
Post comprehensibility	Post in Chinese t is comprehensible, requiring no interpretation by the group members.	Post in Chinese is almost comprehensible, requiring minimal interpretation by the group members.	Post in Chinese is somehow comprehensible, but requiring constant interpretation by the group members	Post in Chinese is not comprehensible.
Quality of comments	Comments always insightful & constructive; uses appropriate terminology. Comments balanced between general impressions, opinions & specific, thoughtful criticisms or contributions.	Comments mostly insightful & constructive; mostly uses appropriate terminology. Occasionally comments are too general or not relevant to the discussion.	Comments are sometimes constructive, with occasional signs of insight. Student does not use appropriate terminology; comments not always relevant to the discussion.	Comments are uninformative, lacking in appropriate terminology. Heavy reliance on opinion & personal taste, e.g., "I love it", "I hate it", "It's bad" etc.
Attentive listening (in videoconference)	Student listens attentively when others present materials, perspectives, as indicated by comments that build on others' remarks, i.e., student hears what others say & contributes to the dialogue.	Student is mostly attentive when others present ideas, materials, as indicated by comments that reflect & build on others' remarks. Occasionally needs encouragement or reminder from the instructor	Student is often inattentive and needs reminder of focus of class. Occasionally makes disruptive comments or doing things irrelevant to synchronous class sessions while others are speaking.	Student does not listen to others; regularly talks while others speak or does not pay attention while others speak; detracts from discussion; OR engage things irrelevant to the current class activity, etc.
Preparation	Student read the assignments (texts, rubrics, or checklists), and	Student read the assignments (texts, rubrics, or checklists), and complete most of the required exercises before class.	Student read the assignments (texts, rubrics, or checklists), and complete	Student did not read the assignments (texts, rubrics, or

	complete the required exercises before class.		some of the required exercises before class.	checklists), and did not do the required exercises before class.
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This rubric is adapted from the Sources: <https://fil.chass.ncsu.edu/spanish/rubrics.php>
<https://www.cmu.edu/teaching/assessment/examples/courselevel-bycollege/cfa/tools/participationrubric-cfa.pdf>