

## PHAR 540/CHEM 540 Participation Evaluation/Rubric

The primary goal of the participation grade is to help student gain confidence asking questions **aloud**. The secondary goal is to teach students how to ask and recognize thoughtful (i.e. good) questions.

So that the instructor can keep track of the questions asked, students will receive “cue cards” (i.e. note cards) each lecture. Students should write their name and their student number on the cards. If a student asks a question during the lecture, the instructor will immediately collect their card and make note that the question was asked aloud in-class. The instructor will point out “good” questions throughout the lecture. Students who did not ask questions throughout the lecture will have the opportunity to hand in their cue card at the end of each class to the instructor. The instructor will also post examples of the “good” cue-card questions anonymously on the mycourses website. In this way, students can have feedback about what is a “good” question.

- 1) **7% of participation grade will be distributed throughout weeks 1-10** (i.e. the lecture portion/ seminars by guest lecturers).

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| 0% | = no questions were provided  |
| 1% | = 1-2 question was provided by cue-card after class <u>only</u>                               |
| 2% | = 3 questions were provided by cue-card after class <u>only</u>                               |
| 3% | = 4 questions were provided by cue-card after class <u>only</u>                               |
| 4% | = $\geq 5$ questions were provided by cue-card after class <u>only</u>                        |
| 5% | = $\geq 5$ questions asked; at least 1 question was of high quality OR asked aloud in class   |
| 6% | = $\geq 5$ questions asked; at least 2 questions were of high quality OR asked aloud in class |
| 7% | = $\geq 5$ questions asked; at least 3 questions were of high quality OR asked aloud in class |

- 2) **3% of participation grade will be distributed weeks 11-13** throughout the student presentations. The grading is stricter for this 3 percent since the students have ideally learned how to ask good questions aloud.

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| 0% | = no or only 1 question was provided by cue-card after class <u>only</u>   |
| 1% | = $\geq 2$ questions were provided by cue-card after class <u>only</u>   |
| 2% | = $\geq 2$ questions were provided and at least 1 was asked in-class   |
| 3% | = at least one high-quality question was asked in-class <b>and</b> students also provided one or more additional questions |