

Assessing Student Work in PBL – Class Contributions – Carmel Schettino, Ph.D.

Grading Rubric for Class Contribution and Listening Skills – This rubric is considered on a continuum and +/- is included when improvement and/or growth throughout the year has occurred.

<b>Grade</b>	<b>Solution/Attempt Presentation</b>	<b>Solution Organization</b>	<b>Class/Small Group discussion/ Problem solving Behavior</b>	<b>Class Preparation</b>	<b>Responsibility/Attitude for/towards Learning</b>
A (90-100)	You take a strong, well-defined and well-communicated position in your solutions. When at the board, you take risks freely being wrong appropriately.	Your presentations are well-organized, persuasive arguments with accurate supporting evidence. Your solutions end with clear, concise justified conclusions demonstrating logical thought processes.	You question not only your own work, but others' as well. Not only do you listen attentively to others' comments, but you give others the respect they deserve in their understanding process.	Your preparation for class includes a sincere thoughtful effort consistently on all homework problems. You write something that connects each problem to prior knowledge.	You take total responsibility for your own understanding and oftentimes for your classmates' Often critiquing others' arguments and justifying your own.
B (80-89)	You take a clear position in your attempt presentation and process. You speak to the class but sometimes forget to write clearly or have difficulty with the communication of your ideas. Being wrong makes you uncomfortable, but it something that you are growing into.	Your argument is well-organized with solid supporting evidence. You include much of your work, however unsure you are of the process.	Your questions are usually in regards to clarifying your own understanding of a concept, while at the same time helping others to do the same. When confused, you might lose the ability to listen to others, but you obviously try to understand, and eventually find a resource for clarification.	You sincerely attempt all homework problems, but might not make the effort to show your attempts on paper.	You take responsibility for your learning as long as you feel you are right. Sharing responsibility and feeling as if you have authority in the knowing is a transitional skill currently. You have difficulty helping other with their learning.

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C (70-79)	Although still eager to volunteer, your presentations of attempts on homework are poorly organized and general. You tend to be uncomfortable taking a risk and will choose to not continue instead of pushing through to try.	Since you have little grasp of the material, your arguments are unfocused and often confuse classmates. You have a difficult time connecting new ideas with prior knowledge even if they have been discussed recently.	There is little evidence that you are listening to or engaged in discussion by your classmates or the teacher. When working in pairs you rely on others to make connections for you although you enjoy group work.	There is little evidence on your paper of effort on your part to complete the homework problems quite regularly.	You make excuses for your lack of effort and have trouble understanding why you need to be the one to work for learning. You are resistant to come for extra help and take responsibility for your learning.
D (60-69)	You rarely volunteer at all to share your thoughts on homework, since little was even attempted.	When you do present you homework, your position is vague and unclear.	You are rarely engaged in class discussion and only add irrelevant, critical or thoughtless comments.	Very little homework is attempted nightly and hand-in problems are late or not complete.	You do not question any topics or problems and do not take responsibility for your own understanding of the material
No Credit Given (<60)	You seldom speak and when you do it adds no value to the discussion.	You are incapable of presenting a coherent solution at the board or on hand-ins	Your presence in class is either negative or not felt at all.	It is unclear if you have ever opened your book or attempted any homework problems.	You do not take responsibility for your understanding of the material in any way.

The three documents I include here are: 1) Rubric for Class Contribution 2) Student Self-Report on Class Contribution 3) Student Analysis of Class Contribution

The way they are used in assessment:

1. In the first week of school, we discuss the expectations of classroom contribution of all students in a relationally-based mathematics classroom. In order to hear all voices and make sure that students gain perspectives other than their own, the values of that type of classroom must be instilled from day one. These expectations can either be part of the grade or not (based on the school's values of grading). However, discussion of what the expectations are should be regularly discussed and made clear/corrected daily by the teacher and consistent with the enterprises that are developed and accepted within the classroom.
2. The class contribution rubric that I have written is discussed with the students and made clear. Examples of each behavior are pointed out when they happen in class so that students see benchmarks or exemplars. If none happen, the teacher must model this for the students.
3. 3-4 weeks into the term, students are asked to do the self-report of class contribution and turn this back to the teacher. Teacher finds 3-4 main areas of agreement/disagreement on which to comment on the back of the paper – citing specific evidence from classroom patterns or anecdotes that she can remember for the student to reflect upon.
4. The next week, students commit to doing the “Student Analysis” 4 out of 5 consecutive class days. They will deliberately monitor their own behavior in class during class discussion and attempt to see (during each class period) which of the listed behaviors they are actually completing. Students simply tally how many times they do each of the following types of contribution in each class period. It is not for a grade, it is merely for their own information to see patterns in their own behavior. After the five class days, students hand in the table to the teacher.
5. The teacher then comments on 3-5 behaviors with which they either agree or disagree on the table. For example, if there is consistent tally marks in the row that says “I linked the point to another problem” and the teacher does not recall that happening for that student very much, the teacher writes a comment such as, “please give an example of when this happened, I don’t recall this” or “yes, I agree you have great skill at seeing connections between problems.” This table is then given back to the students the next week.
6. The goal in this long-term exercise is for students to be more aware of their contributions to the class as a whole and to improve their interactions with each other.

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Student Self-Report on Class Contribution

Name \_\_\_\_\_ Course \_\_\_\_\_ Date \_\_\_\_\_

Indicate in the table on a scale of 1-4 your evaluation of your class participation recently

4= Happens all the time, every class, I'm a pro

3=Happens most classes, but I could work on it

2=Happens every once in a while, I need to be more deliberate about this one

1=I can't remember a class when this happened, I probably should think about how I could do this more.

	My evaluation
I come to class on time.	
I stay in class for the duration, leaving only when necessary.	
I came with problems prepared to the best of my ability and ready to discuss.	
I brought my ideas, written notes or other resources necessary for me to be a productive part of the discussion of the problems.	
I had prepared for class by being well-rested, well-nourished, alert and mentally ready.	
I contributed to class discussion actively and with relevant comments.	
I did not dominate the class but gave others a chance to contribute.	
I listened ACTIVELY to others at all times and I showed by my face and body posture that I was listening.	
When not speaking, my listening was respectful as I considered what others said BEFORE moving to act on my own thoughts.	
I made my points persuasively while inviting others to discuss different points of view.	
I built on what was said rather than simply repeated what had already been said.	
I was consistently courteous.	
My goal was to contribute effectively to the high quality of the GROUP discussion and learning, rather than just to demonstrate my own excellence. As in team sports, I played for the well-being of the team.	
My contributions/questions tended to do the following:	
Start the group discussion on a rich, productive track by posing a detailed question or sharing my own solution idea	
Respond to others' contributions/questions by asking for clarification or evidence	
Helping to support the point by contributing evidence/examples	
Linking the point to another problem	
Pointing out an unspoken assumption or misunderstanding	
Raising a problem or complication in another person's solution/contribution	
Synthesizing or pulling together the "big idea" of a problem	
Offer a different perspective or alternate solution	
Offer how the problem(s) has helped me understand a certain new idea	
When I had a genuine question that seemed stupid or simple, I asked it anyway.	
When others were presenting their solution and I had the problem correct, I was thinking about the differences between their solution and mine	

Student Analysis of Class Contribution

Type of Contribution	Date	Date	Date	Date	Date
I listened ACTIVELY to others at all times and I showed by my face and body posture that I was listening.					
When not speaking, my listening was respectful as I considered what others said BEFORE moving to act on my own thoughts.					
I made my points persuasively while inviting others to discuss different points of view.					
I built on what was said rather than simply repeated what had already been said.					
I started the group discussion on a rich, productive track by posing a detailed question or offering by own solution ideas					
I responded to others' contributions/questions by asking for clarification or evidence					
I helped to support the point by contributing evidence/examples					
I linked the point to another problem					
I pointed out an unspoken assumption or misunderstanding					
I raised a problem or complication in another person's solution/contribution					
I synthesized or pulled together the "big idea" of a problem					
I offered a different perspective or alternate solution					
I offered how the problem(s) has helped me understand a certain new idea					
When I had a genuine question that seemed stupid or simple, I asked it anyway.					
When others were presenting their solution and I had the problem correct, I was thinking about the differences between their solution and mine					

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