## D29: IN-CLASS PARTICIPATION GRADING SCHEME:

<table>
<thead>
<tr>
<th>Level</th>
<th>Preparation</th>
<th>Contribution to Discussion</th>
<th>Idea exchange with peers</th>
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<tbody>
<tr>
<td>4</td>
<td>Has read and understood the paper very well; always comes to class eager to share his/her own interpretation of the results presented; Asks excellent, thought-provoking questions that demonstrate a thorough understanding of the paper’s concepts (turned in each week)</td>
<td>Provides well-reasoned answers to questions; often links knowledge from previous discussions/lectures to content being discussed; shows evidence of additional background reading beyond what was assigned</td>
<td>Consistently engaged during discussions; will often volunteer additional information or pose interesting questions that arise out of discussions analyzing the data presented in the paper</td>
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<tr>
<td>3</td>
<td>Has read and made significant attempts to understand the paper; mostly, comes to class ready to share his/her own interpretation of the results presented; Mostly asks clear, logical questions that demonstrate a very good understanding of the paper’s concepts (turned in each week)</td>
<td>Mostly, provides good answers to questions; occasionally links knowledge from previous discussions/lectures to content being discussed but does not show evidence of additional background reading beyond what was assigned</td>
<td>Engaged most of the time during discussions; will occasionally volunteer additional information or pose interesting questions that arise out of discussions analyzing the data presented in the paper</td>
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<td>2</td>
<td>Has made an attempt to read sections of the paper but has made few attempts to understand the paper; is not prepared to share his/her own interpretation of the results presented; Sometimes asks questions that demonstrate a good understanding of the paper’s concepts (turned in each week)</td>
<td>Occasionally provides good answers to questions; attempts, in a cursory manner to link knowledge from previous discussions/lectures to content being discussed and does not show evidence of additional background reading beyond what was assigned</td>
<td>Rarely engaged during discussions; does not volunteer additional information or pose interesting questions that arise out of discussions analyzing the data presented in the paper; will engage when called upon to do so</td>
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<tr>
<td>1</td>
<td>Has made an attempt to read small sections of the paper has made no real efforts to understand the paper; Sometimes asks questions demonstrate a basic understanding of the paper concepts (turned in each week)</td>
<td>Seldom provides good answers to questions; lacks the ability to link knowledge from previous discussions/lectures to content being discussed and does not show evidence of additional background reading beyond what was assigned</td>
<td>Never engaged during class discussions; does not volunteer additional information or pose interesting questions that arise out of discussions analyzing the data presented in the paper; will not engage even when called upon to do so</td>
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BIOD29H-Winter 2015 – Grading guide for weekly questions submitted by non-presenting students

Please note: The number of questions posed is not really of much consequence for this weekly grade. It really is quality over quantity! However, this means that if there is only one question, it must address all the criteria listed in the rubric below in order to score the maximum points for that week.

Weeks 1-6 of the term (novice learners)

Score out of 5:

1. Is the question clearly formulated and well reasoned? (0.5 points out of 5)
2. Does the question move beyond the terminology, basic details of methodology or other minor details of the paper to address the actual findings? (2 points out of 5)
3. Does the question reflect a thorough understanding of the paper’s findings? That is, does the student make some attempt to pose a question that goes beyond but logically follows from the authors’ observations and findings? (1.5 points out of 5)
4. Is there an attempt to critically evaluate the data presented in the paper? (1 point out of 5).

Weeks 6-12 of the term (budding experts)

Score out of 5:

1. Is the question clearly formulated and well reasoned? (0.25 points out of 5)
2. Does the question move beyond the terminology or other minor details of the paper to address the actual findings? (0.25 points out of 5)
3. Does the question reflect a thorough understanding of the paper’s findings? That is, does the student make some attempt to pose a question that goes beyond but logically follows from the authors’ observations and findings? (2.5 points out of 5)
4. Is there an attempt to critically evaluate the data presented in the paper? (2 points out of 5).