

Rubric for scoring participation using Hypothes.is to annotate online articles

	3	2.5	2	1.5	1	0.5
Consistency of comments	Student comment-ed on 12-13 of assigned texts	Student comment-ed on 9-11 of assigned texts	Student comment-ed on 7-8 of assigned texts	Student comment-ed on 5-6 of assigned texts	Student comment-ed on 3-4 of assigned texts	Student comment-ed on 1-2 of assigned texts
Number of comments	Above the 80 th percentile* ¹	Within the 70 th -79 th percentile	Within the 60 th -69 th percentile	Within the 50 th -59 th percentile	Within the 40 th -49 th percentile	Within the 5 th to 39 th percentile
Depth of consideration	All / vast majority of the student's comments indicate that they have carefully and critically considered the text		More than half of the student's comments indicate that they have carefully and critically considered the text		At least a quarter of the student's comments indicate that they have carefully and critically considered the text	A small minority of the student's comments indicate that they have carefully and critically considered the text
Clarification of terms/concepts (providing definitions for ambiguous terms, linking to external resources to clarify concepts, etc.)			The student has provided clarification of 3 or more terms/ideas	The student has provided clarification of 2 terms/ideas	The student has provided clarification of 1 term/idea	
Engaging with other students (responding to others' comments)			The student has <i>thoughtfully</i> ² responded to 3 or more comments by other students	The student has <i>thoughtfully</i> responded to 2 comments by other students	The student has <i>thoughtfully</i> responded to 1 comment by other students	The student has responded <i>summarily</i> ³ to comments by other students
Originality of comments			The student's comments are almost always <i>uniquely articulated</i> ⁴	Most of the student's comments are uniquely articulated	At least half of the student's comments are uniquely articulated	A minority of the student's comments are uniquely articulated

Max score = 15

This rubric has been constructed relative to previous advice provided as follows:

Hi everyone, now that we have had a chance to use Hypothes.is a few times at least, I'd like to remind you about the different ways that you can use it to indicate your participation. As Dr. Alperin has written, "Good participation (both online and in-class) includes (but is not limited to): inserting new ideas for discussion, responding to other's ideas, posing questions, highlighting interesting passages, explaining a tricky concept, offering an informed opinion, and bringing in additional resources." This may involve defining words that are new to you, providing links to related resources, reflecting on the linkages between different readings or readings and lecture.

When grading this component of your participation, I will take into consideration the combination of the number and length of your comments, but neither is significant on its own. If you write very few comments and they're all really short (e.g. That's cool!; Interesting!; Rubbish!) you may consider either increasing the length (and hopefully depth of your comments), or making more shorter comments, but hopefully some combination of the two.

Aim for variation in the content and timing of your comments. If you always comment early, then try commenting later, so that at least some of your comments build on those of others with responses. If you're always coming into the conversation at the last minute, try coming in earlier sometimes, so that others can respond to you. Ideally, you come in and out a couple of different time to look at others' responses to your comments.

I will be writing to each of you in the next while to provide personalized feedback on your Hypothes.is participation with suggestions as to how you can maximize your grade for this component.

(1st paragraph included in course outline and full message sent via email on Feb 22nd)

¹ This is relative to your classmates' contributions (see [link](#) for calculation).

² A thoughtful response adds to or builds on the previous comment in some way (it does not simply indicate agreement or disagreement).

³ E.g., "Yes", "No" "I agree/disagree", "Interesting", etc.

⁴ i.e., the student doesn't simply repeat the same thing in different comments and/or doesn't simply rephrase the comments of others in relation similar text.