	5	4	3	2	1 or 0	Score	
In-class	Contributes thoughtfully and appropriately to the content and dynamics of the lecture. Contributes fair share and shows leadership in class; a model for others.	Contributes thoughtfully and appropriately to the content or dynamics of the lecture.	Contributes rarely but helpfully, or frequently but unevenly, takes on tasks in a surface way.	Few contributions evident or inappropriate contributions. Generally demonstrates a closed-minded disposition.	No or almost no contribution, or contributes negatively to the content and dynamics of the room.	+attendance, divide by 2	
							/5
Between classes	Goes beyond agreeing or disagreeing by providing new knowledge or questions, grounded in scholarly work. Shows leadership in the online community. Engaged across the entire term.	Contributes high quality information or answers in a constructive, well-justified manner across the term.	Answers some questions, or contributes some new information across the term; uneven quality, distribution, or both.	Few contributions, not across the term, or inappropriate contributions. Generally demonstrates a closed-minded disposition.	Entirely absent from online forum, or destructive to the learning environment, or contravenes academic integrity rules		/5
							/5
					Final:		/10

A holistic (rather than analytic) rubric for student engagement. Note that this rubric is for a course that happens weekly face-to-face (and uses Top Hat during class with quizzing and live discussion) as well as activity between classes on the LEARN platform (D2L Brightspace, Discussion Forums and Topics). The lower row is relevant to asynchronous learning and has dimensions baked in around quality, scholarliness, constructive leadership, and consistency across term. There is no specific number of posts per week or per module; some students would prefer that kind of structure while for others it can lead to a very surface approach to posts. Feel free to borrow/adapt language. I've found that this works quite well and has for a decade and a half of teaching in a hybrid or blended mode across two disciplines.

Holmes, Trevor (2020). *Holistic Rubric for in-class and between-class engagement*. Gender and Social Justice 101, University of Waterloo, Waterloo, ON.