

**Courtesy of Caroline Ellison, Department of Disability Studies, Flinders University**

**DSRS 1202: Lifespan Development**

**CLASS and FLO PARTICIPATION ASSESSMENT CRITERIA**

**Grade for this assignment**

The aim of assessing students' participation in workshops is to:

- provide constructive feedback on students presentation, verbal communication, group and leisure project management skills
- acknowledge student effort in reading and preparing for workshops and group activities
- acknowledge student attendance at workshops as well as their willingness to think, analyse and reflect on their own life experiences and learning.
- Acknowledgement of student contribution to discussion on FLO

<b>Grade</b>	<b>Participation</b>
100% – 85%	<ul style="list-style-type: none"> <li>• Outstanding contribution to discussions</li> <li>• Innovative, thought-provoking ideas with lateral links</li> <li>• Facilitated group participation</li> <li>• Presented ideas with evidence of extensive preparation</li> <li>• Presented concepts with evidence of extensive reading of texts, recommended reading and other research.</li> <li>• Spoke clearly and effectively conveyed planned message</li> <li>• 100% attendance and regular contributions to FLO</li> </ul>
84% - 75%	<ul style="list-style-type: none"> <li>• Excellent contribution to discussions</li> <li>• Well developed and articulated ideas</li> <li>• Supportive group behaviours</li> <li>• Presented ideas with evidence of good preparation</li> <li>• Presented concepts with evidence of reading of texts and recommended reading</li> <li>• Spoke clearly and conveyed messages effectively</li> <li>• Good attendance and participation on FLO</li> </ul>
74% - 65%	<ul style="list-style-type: none"> <li>• Good contribution to discussions</li> <li>• Well developed ideas</li> <li>• Good group participation</li> <li>• Presented ideas with evidence of preparation</li> <li>• Presented concepts with evidence of reading of texts and recommended reading</li> <li>• Attempted to present clear verbal messages when presenting</li> <li>• Good attendance and participation on FLO</li> </ul>
64% - 50%	<ul style="list-style-type: none"> <li>• Acceptable contribution to discussions</li> <li>• Evidence of comprehension</li> <li>• Presented concepts with evidence of reading of texts and some recommended reading</li> <li>• Acceptable group participation</li> <li>• Attempts to present clear verbal messages</li> <li>• Good attendance and participation on FLO</li> </ul>
<50%	<ul style="list-style-type: none"> <li>• Poor or limited contribution to discussions</li> <li>• Lack of developed ideas and understanding about concepts presented during workshops</li> <li>• Poor or limited evidence of preparation for workshops</li> <li>• Regular evidence of not having read text or recommended readings</li> <li>• Poor attitude to group</li> <li>• Regular absences</li> <li>• Poor verbal communication</li> <li>• Few contributions to FLO discussion</li> </ul>

**DSRS:1202**  
**Lifespan Development**  
**Feedback Sheet – Self Evaluation**

*Please complete the self evaluation sheet on your performance with regard to class participation to date. I will take into consideration your reflections when preparing your final grade on this section of the assessment process. I will return these with a note as to whether I agree or disagree with your self assessment. If I disagree and feel we need to discuss this I will contact you.*

**Name:**

**Student No:**

**Study Group No:**

**Email Contact Details:**

**Telephone Contact Details:**

Using the Rubrik provided – Assess your group participation so far.

What grade would you give yourself and why?

List ***at least*** 3 characteristics that you believe exemplify the ideal performance of a student with regard to class participation.

1.

2.

3.

4.

What feedback would you give yourself (if you feel you need any) to assist you to improve your performance with regard to class participation.

Grade and Comments from Caroline

Agree or Disagree