

Contribution to the Online Learning Community Rubric (page 1)
And
ILA Self-Assessment Questions (page 2)

Distinctive Contributor

- Learner consistently moves discussion beyond opinions and toward deeper critical thinking, taking the learning community beyond minimum requirements and into stimulating thoughts and ideas.
- Learner contributes positively to build a learning culture characterized by respect, honesty, and care for one another.
- Learner consistently engages peers, managing their time so that they can consistently invest in the learning community by participating on time.
- Learner consistently draws upon their unique context, experiences, and background to enrich the learning community, and seeks to understand the differing perspectives of others.
- In collaborative tasks (when an element in the course), the learner is not a bystander, but consistently takes an active role in the team and its work.
- In ILAs, the learner invests at least, and sometimes more than the required amount of time investment specified for each ILA.

Competent Contributor

- Learner often moves discussion beyond opinions and toward deeper critical thinking, taking the learning community beyond minimum requirements and into stimulating thoughts and ideas.
- Learner contributes positively to build a learning culture characterized by respect, honesty, and care for one another.
- Learner often engages peers, managing their time so that they can consistently invest in the learning community by participating on time.
- Learner usually draws upon their unique context, experiences, and background to enrich the learning community, and seeks to understand the differing perspectives of others.
- In collaborative tasks (when an element in the course), the learner is not a bystander, but often takes an active role in the team and its work.
- In ILAs, the learner invests at least the required amount of time investment specified for each ILA.

Insufficient Contribution

- Learner rarely moves discussion beyond opinions and toward deeper critical thinking. Their contribution may meet the minimum requirements, but do not stimulate other toward deeper learning.
- Learner stifles discourse in the classroom through a lack of care for the way their words impact others.
- Learner *fails to, or is inconsistent to,* engage peers in the online classroom. Poor or insufficient time management results in late posts or failure to contribute to activities.
- Learner *sometimes or rarely* draws upon their unique context, experiences, and background to understand the differing perspectives of others.
- In collaborative tasks (when an element in the course), the learner is a bystander, and relies on others to pull their weight in the team.
- In ILAs, the learner does not invest the required amount of time investment specified for each ILA.

ILA Self-Assessment Questions

Before answering, review the *contribution to the Online Learning Community Rubric* (page one of this document) and determine which Level of Learner best describes your contribution during this timeframe in the course. It is important to remember that you are assessing your contribution to the ILAs. You are not assessing your work on papers, projects, reading, quizzes or exams.

1. Write out a short (4-5 sentence) evaluation of your own engagement and contribution to the online learning community. Include:
 - a) areas of strength
 - b) an area or areas of improvement
2. Provide the Numeric score (ex: 88 or 93 **NOT** distinctive or competent) you believe best represents your involvement (see rubric for criteria). Use the following score ranges to determine the score that best reflects your contribution.

90-100 – Distinctive

70-89 – Competent

69 or less – Insufficient

Sometimes a student may exhibit traits from both “Distinctive” and “Competent”. In this case, choose the value that you believe best represents your efforts.