***Class Participation Rubric  
Sra. Anderson***

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| --- | --- | --- | --- | --- |
| Dimensions | **4** | **3** | **2** | **1** |
| *Preparation for Class* | You have all materials in the classroom. Your materials are well organized. You are prepared with your assignments. You are ready to work when the bell rings. | You **usually** have all materials in class. You might need to replenish your supplies. You usually have your assignments ready. You are usually ready to work when the bell rings. | You **frequently** “forget” to bring required materials for class. (And/Or) You are often not ready to begin when the bell rings. | Most often, you have to borrow materials. You are **rarely** ready to begin when the bell rings. |
| *Frequency of Participation* | Your hand is **always**raised, and you attempt longer, more difficult responses. You ask questions and demonstrate your engagement daily. | Your hand is often raised to participate during class activities. You demonstrate engagement most of the time. | Your hand is **seldom** raised to participate in class; you only try the “easy ones” and provide basic-simple responses. You demonstrate engagement approximately 50% of the time. | You do not volunteer to contribute to the class.  You do not demonstrate engagement. |
| *Independence* | You are always on task during individual, paired, and group activities. You always demonstrate engagement and do not get off task. | You complete most individual, paired, and group activities in the allotted time. You demonstrate engagement about 75% of the time and occasionally get off task. | You get distracted easily and get off task. You do require some redirection to get back on task to complete activities and might carelessly rush through activities to complete in the allotted time. You demonstrate engagement about 40-60% of the time. | You give minimum effort during individual, paired, and group activities and are often off task.  You demonstrate engagement <40% of the time. |
| *Quality of Participation* | You are always attempting to answer open-ended questions in class discussion. You elaborate on answers beyond a single sentence. You try to communicate more complex ideas and attempt creativity or humor. You demonstrate engagement and excellent effort. | You consistently respond in single complete Spanish sentences. You are willing to elaborate when prompted. You try to communicate your own ideas in Spanish. You demonstrate engagement but could put forth more effort. | You usually respond with single words or memorized phrases OR you respond so infrequently that you demonstrate little engagement and effort; it is difficult to assess your abilities. | Your responses are often incomprehensible or inappropriate to the situation. OR You refuse to answer questions by shrugging or saying, “No sé.” OR you respond to Spanish with English. You struggle to produce any language output. |
| *Listening* | You actively listen when the teacher and fellow students speak in Spanish. You are consistently able to follow complex directions and respond to comprehension questions after listening to audio, video, or teacher lectures in Spanish. You are actively engaged in the listening task. | You actively listen when the teacher or classmates speak in Spanish. You can accurately follow **most** directions and attempt to respond to questions after listening to audio, video, or teacher lectures in Spanish. You are actively engaged in the listening task much of the time. | You sometimes listen when the teacher speaks. You **sometimes** are able to follow directions given in Spanish, but often have to check to see what other students are doing. You do not grasp main ideas after listening to audio, video, or teacher lectures in Spanish. You are seldom actively engaged in the listening task | You “tune out” when the teacher begins speaking in Spanish. You rely on other students to tell you what to do in English. You are unable to respond to questions after listening to audio, video, or teacher lectures given in Spanish. You are not actively engaged in the listening task. |
| *Use of Spanish in Class* | You are self-motivated to stay in Spanish the entire class period. You initiate conversations in Spanish. You respond in Spanish with the teacher and classmates in structured and non-structured activities. | You always use Spanish to respond to the teacher and use Spanish with classmates during **structured** and **teacher guided** activities. You make most routine requests in Spanish. | You **only** use Spanish in structured class, group, and paired activities. You initiate most other conversations or make responses and requests in English. | You almost exclusively use English when talking with the teacher and classmates. You speak as little Spanish as possible during class, paired, and group activities. |
| *Accuracy* | You consistently use correct pronunciation, tense, word choice, subject-verb, and noun-adjective agreement. You frequently self-correct. You initiate excellent effort. | You attempt to use correct pronunciation, tense, word choice, subject-verb, and noun-adjective agreement. You seldom self-correct. You pay attention to feedback and correction. | You make frequent errors of pronunciation, tense, word choice, subject-verb, and noun-adjective agreement. Many of the errors are repetitive because you often ignore feedback and correction. | Your errors in pronunciation, tense, word choice, subject-verb, and noun-adjective agreement would make your communication incomprehensible to the listener. |

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| Score | %  Score |
| 28 | 100 |
| 27 | 97 |
| 26 | 94 |
| 25 | 91 |
| 24 | 89 |
| 23 | 86 |
| 22 | 83 |
| 21 | 80 |
| 20 | 77 |
| 19 | 74 |
| 18 | 71 |
| 17 | 69 |
| 16 | 66 |
| 15 | 63 |
| 14 | 60 |
| 13 | 57 |
| 12 | 54 |
| 11 | 51 |
| 10 | 49 |
| 9 | 46 |
| 8 | 43 |
| 7 | 40 |
| 6 | 35 |
| 5 | 30 |
| 4 | 25 |
| 3 | 20 |
| 2 | 15 |
| 1 | 10 |
| 0 | 0 |