

# Classroom Participation Rubric:

Standard	<b>4 Exceed Standard</b>	<b>3 Meets Standard</b>	<b>2 Approaching Standard</b>	<b>1 Standard Not Met</b>
Mark	✓+	✓	✓-	Missing
Grade	100%	85%	70%	55%
Frequency	Student initiates contributions more than three times in each week.	Student initiates contribution once in each week.	Student does not initiate contribution & needs teacher to solicit input.	Student does not contribute even when teacher prompts.
Quality	Comments always insightful and constructive; uses appropriate terminology. Comments balanced between general impressions, opinions & specific, thoughtful criticisms or contributions.	Comments mostly insightful and constructive; mostly uses appropriate terminology. Occasionally comments are too general or not relevant to the discussion.	Comments are sometimes constructive, with occasional signs of insight. Student does not use appropriate terminology; comments not always relevant to the discussion.	Comments are uninformative, lacking in appropriate terminology. Heavy reliance on opinion & personal taste, e.g., “I love it”, “I hate it”, “It’s bad” etc.
Listening Skills	Student listens attentively when others present materials, perspectives, as indicated by comments that build on others’ remarks, i.e., student hears what others say & contributes to the dialogue.	Student is mostly attentive when others present ideas, materials, as indicated by comments that reflect & build on others’ remarks. Occasionally needs encouragement or reminder from teacher.	Student is often inattentive and needs reminder of focus of class. Occasionally makes disruptive comments while others are speaking.	Does not listen to others; regularly talks while others speak or does not pay attention while others speak; detracts from discussion; sleeps, etc.