

Rubric for Participation in Class

	1	2	3	4
Frequency	Too frequent responses: dominates discussion, not allowing students (or sometimes even teacher) to contribute or is silent or creates distractions by playing with items.	Comments occasionally or a bit too much or at times that break the flow of the discussion. Sometimes talks over others.	Contributes regularly to discussions, and allows others their turns to share their comments as well.	Frequency of comments is optimal (just right: neither too frequent so as to dominate, nor so little that there is no contribution). Steps in when there are silences to move discussion along but keeps quiet when this allows others to contribute. Sensitive to when to comment
Relevance	Comments are not related to topic at hand, or go back to previous part of discussion or question. Language is so general or confused that it's difficult to understand where comment fits.	Comments may only repeat what has been already said, or may be tangential or may sidetrack discussion from time to time. Language is fairly general; only personal experience has some specific details.	Contributions are related to the topic and some support is provided, at least in general ways, to make connections between the topic and the students' comments. Clarification questions are asked. Language is clear, if somewhat general, and specific details are provided.	Contributions enhance lesson or discussion: they may ask a key question, elaborate, bring in relevant personal knowledge, move the discussion along, identify issues or take the discussion to another level. Students use the vocabulary of the topic to be precise and clear. Able to synthesize or indicate gaps or extensions to topic.
Growth of School Community	Comments may focus attention on self rather than on discussion. Comments may frequently interrupt others or be disrespectful. Side conversations, body language or actions, inappropriate comments or sounds may make class participation fragmented.	Listens intermittently as others speak, so comments are sometimes off topic or don't follow thread of discussion. Comments and body language sometimes respectful. Sometimes follows the lead of others to disrupt participation. (Eye contact made intermittently if culturally appropriate.)	Listens as others contribute. Comments acknowledge others' contributions. Student both asks and answers questions in discussion. Comments and body language are generally respectful. (Eye contact made if culturally appropriate.)	Listens actively and attentively to others prior to making own comments. Comments focus on and enhance consideration of topic rather than focusing on specific people. Comments and body language validate and encourage others' contributions. (Eye contact and nodding as culturally appropriate.)

Comments: Items to consider in language use: ask questions, answer questions, take turns, give directions, elaborate on a topic