

Class Participation Rubric French and Spanish

Dimensions	4	3	2	1
<i>Preparation for Class</i>	You bring all materials to class. Your materials are well organized. You are ready to work when the bell rings.	You usually bring all materials to class. You are ready to work when the bell rings.	You frequently “forget” to bring required materials to class. (And/Or) You are often not ready to begin when the bell rings.	You frequently have to ask to borrow materials. You are rarely ready to begin when the bell rings. You “forget” to remove <i>chewinggum..</i>
<i>Frequency of Participation</i>	Your hand is always raised and you attempt longer, more difficult responses.	Your hand is often raised to participate during class activities.	Your hand is seldom raised to participate in class; you only try the “easy ones.”	You do not volunteer to contribute to the class.
<i>Independence</i>	You are always on task during pair and group activities the entire time.	You complete most group and pair activities in allotted time.	You sometimes need to be reminded to stay on task during group or pair activities OR you carelessly rush through activities.	You give minimum effort during pair and group activities and are often off task.
<i>Quality of Participation</i>	You are consistently able to respond in multiple complete French/Spanish sentences. Your responses are often personalized and attempt creativity or humor.	You consistently respond in single complete French/Spanish sentences. You attempt to elaborate when prompted.	You usually respond with single words or memorized phrases OR you respond so infrequently that it’s difficult to judge your abilities.	Your responses are often incomprehensible or inappropriate to the situation.
<i>Listening</i>	You actively listen when the teacher and fellow students speak in French/Spanish. You are consistently able to follow complex directions or respond to questions in French/Spanish.	You actively listen when the teacher speaks in French/Spanish. You can accurately follow most directions or respond to questions in French/Spanish.	You sometimes listen when the teacher speaks. You sometimes are able to follow directions given in French/Spanish, but often have to check to see what other students are doing.	You “tune out” when the teacher begins speaking in French/Spanish. You rely on other students to tell you what to do in English.
<i>Use of French/ Spanish in Class</i>	You stay in French/Spanish the entire time required. You respond in French with the teacher and classmates.	You always use French/Spanish with the teacher and use French/Spanish with classmates during structured activities.	You only use French/Spanish in structured class, group and pair 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 French as possible during class, pair and group activities.
<i>Accuracy</i>	You consistently use correct tense, word choice, subject-verb and noun-adjective agreement. You frequently self-correct.	You attempt to use correct tense, word choice, subject-verb and noun-adjective agreement. You pay attention to feedback and correction.	You make frequent errors of tense, word choice, subject-verb and noun-adjective agreement. You often ignore feedback and correction.	Your errors in tense, word choice, grammar or pronunciation would make what you say incomprehensible to a native speaker.

Grading Scale	
Rubric 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

Note: Based (with minor changes) on the rubric by Bill Heller at <http://web.cortland.edu/flteach/billheller-participation-rubric-bc.html>