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| **Criteria** | **4** | **3** | **2** | **1** |
| **Preparation for Class** | 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**; may be chatting, standing, etc. when class begins. | You frequently have to ask to borrow materials or ask for extra copies of lost materials. You are **rarely ready** to begin **when the bell rings.**  |
| **Initiation/Frequency of Participation** | You **eagerly participate** in class and will initiate conversations. You ask questions and speak spontaneously. Your **hand is always raised.** | You **frequently** respond appropriately to questions/statements. Your **hand is often raised** to participate during class activities. | You **sometimes** respond to questions/statements when called on. Your **hand is seldom raised to participate in class**.  | You **rarely respond** appropriately to questions/statements. You **rarely volunteer to contribute to the class**.  |
| **Vocabulary** | You incorporate a variety of old and new vocabulary and use expressions appropriate to the topic. You speak clearly and imitate accurate pronunciation. | You **utilize a variety of old and limited new vocabulary** and attempt to use expressions appropriate to the topic. You speak clearly and attempt accurate pronunciation. | You **rely on basic 7th/8th grade vocabulary.** You **practice your pronunciation in class.** Your speech is comprehensible in spite of mispronunciations. | You **use limited vocabulary**. You **do not practice pronunciation in class** causing mispronunciations that impede overall comprehensibility. |
| **Structure & Quality of Participation**Willingness to “take risks” | You are **willing to answer open-ended questions** in class discussion. You **elaborate your answers beyond a single sentence**. You “take risks” with the language by incorporating new vocabulary & grammar as you speak. You make few errors which do not hinder comprehensibility. | You consistently **respond in single/simple complete Spanish sentences**. You are **willing to elaborate when prompted** by the teacher. You sometimes try to incorporate new vocabulary & grammar as you speak. You make several errors, but they do not hinder comprehensibility. | You usually respond with single words or memorized phrases OR you **respond so infrequently that it’s difficult to judge your abilities**. Reluctant to “take risks” with the language. You make several errors which may interfere with comprehensibility. | Your **responses are often incomprehensible** or inappropriate to the situation. (OR) You **may refuse to answer questions** or speak in class. Utterances are so brief that there is little evidence of structure and comprehensibility is impeded.  |
| **Independence** | You are **always on task during partner and group activities** the entire time. | You **complete most group and partner activities in allotted time**. Rarely need to be reminded to stay focused on the task. | You **occasionally need to be reminded to stay on task during group or partner activities**. (OR) You carelessly rush through activities. | You give **minimal effort during partner and group activities and are often off task.** |
| **Listening** | You **actively listen** when the teacher and fellow students speak in Spanish. You are **consistently able to follow directions given in Spanish** and **respond to comprehension questions** after listening to CDs, video or teacher lessons in Spanish.  | You **actively listen** when the teacher speaks in Spanish. You can **accurately follow most directions given in Spanish** and attempt to **respond to questions** after listening to CDs, video or teacher lessons in Spanish. | You **sometimes listen** when the teacher speaks. You **often have to check to see what other students are doing** before following directions. You **grasp main ideas after listening** to CDs, video or teacher lessons in Spanish.  | 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 CDs, video or teacher lessons in Spanish.  |
| **Amount of Spanish Spoken in the Classroom** | You **speak in Spanish AS MUCH AS POSSIBLE during class.** You almost always say your greetings/farewells in Spanish and ask common questions (bathroom, drink, pencil, pen, paper, etc.) in Spanish. If you don’t know how to say/ask something exactly, you still attempt to do so by using vocabulary/grammar that you’re comfortable with.  | You **are willing to speak in Spanish but may need to be prompted**. You frequently say your greetings/farewells in Spanish and ask all the common questions in Spanish as well.  | You **are reluctant to speak in Spanish during class** but will respond with simple responses with much prompting. You do not always begin an end the class with a Spanish greeting/farewell and rely heavily on English to ask questions or make comments.  | You **rarely speak in Spanish** during class.  |

**Nombre \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Clase \_\_\_\_\_\_\_\_\_\_ Sra. Lombardi**

**I feel that I have earned the following participation grade for this quarter: \_\_\_\_\_\_\_\_\_\_/28 pts.**

**Some things that I will work on for next quarter are:**

**Sra. Lombardi can help me feel more comfortable participating by:**

**TEACHER assigned grade: \_\_\_\_\_\_\_\_\_/28 pts.**