Expectations for Daily Class Learning Activities/Discussion/Participation

Participation is graded on a scale from 0 (lowest) through 4 (highest), using the criteria below. The criteria focus on what you demonstrate and do not presume to guess at what you know but do not demonstrate. This is because what you offer to the class is what you and others learn from. I expect the average level of participation to satisfy the criteria for a "3".

Grade	Criteria
0	Rarely or never prepared for class (i.e. book, pen/pencil, and paper), wastes class time off task, habitually tardy to class and does not respond to teacher directions. Group dynamic and level of discussion/learning activities are often disrupted by student's presence.
1	• Present, not disruptive (sleeping, head down, looking out the window/across the classroom) • Very minimal participation/effort in spite of direction and encouragement by teacher. • Demonstrates very infrequent involvement in discussion/learning activities.
2	• Demonstrates adequate class/discussion preparation: knows basic information or reading facts, but does not show evidence of trying to interpret or analyze them. • Offers straightforward information (e.g., straight from the book or supplemental reading), without elaboration or very infrequently in learning activities. • Does not offer to contribute to discussion, but contributes to a moderate degree when called on. • Demonstrates sporadic involvement/inconsistent effort.
3	• Contributes well to discussion/learning activities: is verbally and physically respectful of teacher and peers. • Demonstrates consistent ongoing involvement, in learning activities/classroom discussions. • Works all period on task. • Is prepared for class ((i.e. book, pen/pencil, and paper), • Is on time to class • Stays in assigned seat or group until the bell rings and class is dismissed.
4	• Demonstrates excellent daily preparation: has analyzed text, supplemental readings exceptionally well, relating it to classroom discussions and learning activities. • Offers analysis, synthesis, and evaluation of reading material/learning activities, e.g., puts together pieces of the discussion to develop new approaches that take the class further. • Contributes in a very significant way to ongoing discussions/learning activities: keeps analysis focused, responds very thoughtfully to other students' comments, contributes to the cooperative argument-building, suggests alternative ways of approaching material and helps class analyze which approaches are appropriate, etc. • Demonstrates ongoing very active involvement.