

Engaged vs. Enraged: A Student Rubric DRAFT

	Beginning	Approaching	Meeting	Exceeding
Attitude Towards Job	<ul style="list-style-type: none"> -Sleeping, tired (But is something unusual going on with the student that day? Important for teacher to know) -Not participating whatsoever -Skipping class -Asking to leave classroom as an excuse: abusing the policy -Acting rude & disrespectful to peers & teachers -Having side conversations -Making no effort to do work or participate -Being angry and not willing to make any effort 	<ul style="list-style-type: none"> -Sort-of participating... not doing much, maybe only participating because classmates are pushing them to -Not looking where they're supposed to be looking, you can tell they're not really thinking -When student speaks you can tell that they're "just done with everything" -Not necessarily there for a social reason; they're not showing that they want to be in class... just "existing" -Not showing excitement or any interest 	<ul style="list-style-type: none"> -Showing motivation/excitement to learn -You are ready with materials -Eyes forward, sit up, leaning forward -Look up, look sideways, look down: eye movement -Participating by speaking, clapping, raising hand, taking notes -Tone of voice isn't flat or low -When asked about engagement, participate... be truthful about how you're feeling and explain why, so the teacher knows what is going well/not well 	<ul style="list-style-type: none"> -Trying to help other students be more engaged by asking: What do <i>you</i> think? I haven't heard from _____, what do you have to say? -Sharing materials with someone- you notice they don't have the snapshot (what students write at the beginning of class @ Jason Lee, including: date, Learning Target or Essential Question, Do Now question, set up for focused notes), so you show the student your Interactive Notebook, lend a pencil, etc. -If Online: texting your friend to get them to a meeting or help them answer a question -Offering to help teacher with little things (passing out papers) or big things (like being a TA or stepping up to teach at the board or lead a discussion) -Giving some honest feedback to teacher (but not rudely) to help them pause, rewind, or voice your opinion
Racism/Favoritism	<ul style="list-style-type: none"> -Perpetrating microaggressions towards others 	<ul style="list-style-type: none"> -Student has heard the term "microaggression" but may not understand it yet 	<ul style="list-style-type: none"> -Recognizing microaggressions and when/how to call them out -Students are able to be open-minded regarding 	<ul style="list-style-type: none"> -Teaching someone/helping them understand what microaggressions are

	<ul style="list-style-type: none"> -Understanding microaggressions but using them anyway -There's no culture for talking about racism in the class (student role) -Racism isn't addressed at all, there's no conversation about it -Instead of handling a situation where a teacher is insensitive, you get the kid who's upset/going to cuss out the teacher even more upset... you're adding wood to the fire -Knowing you're "the favorite" and not caring 	<ul style="list-style-type: none"> -Talking about race in the classroom so much that it becomes "a thing" -Being aware of racism & favoritism but not doing anything about it -Letting a kid cuss out the teacher... not doing anything -Thinking of the teacher as the "authority figure" so there's nothing you can do -Not knowing you're the favorite but it's clear to others -You're "neutral"- you're not doing bad, but you're not doing good... you're there as a bystander 	<ul style="list-style-type: none"> conversations about race and it's "not a thing" -Being honest with your teacher and communicating that you want to learn the history that contributed to systems of oppression -If a teacher says or does something insensitive, student does not call the teacher out in the moment, but addresses the situation by having a conversation with the teacher one-on-one, a parent, or someone else in the school -Telling the teacher that <i>you</i> can tell they're picking favorites -Being aware that you are favored, so a student could say "maybe _____ might want to share their answer" or student turns to their neighbor... "what do you think?" (quiet student could even tell you and you can share with the class) 	<ul style="list-style-type: none"> -Politely calling out microaggressions -A teacher who "gets it": we are on the same page and are co-creators of learning, environment, conversation -A teacher who "doesn't get it": student requests some kind of meeting with a counselor or a parent-teacher conference to discuss -Calling a teacher out even if you know you're going to get in trouble because you know other students will back you up- when blatant racist comments are happening -"Dude, chill": help a student stay calm when they want to cuss a teacher out -Question teacher about why they pick favorites; what can I do so you call on me?
<p>Assisting/Communicating</p>	<ul style="list-style-type: none"> -Teacher comes to you to see if you understand, you don't respond, and you actually need help -Presence= Participation looks like silence (no conversation with teacher about how you operate) -You don't listen to other students' ideas and/or you purposefully ignore others -Interrupting, shutting people down -Talking too much! 	<ul style="list-style-type: none"> -Teacher is the one who comes to you, you tell them honestly that you need help -A student tries to lead a group but isn't communicating well... -You ask for help sometimes, you offer help sometimes 	<ul style="list-style-type: none"> -Asking for help when you need it; going to the teacher when you need assistance -Asking a tutor, staying after school, etc. -Not being angry when you're asking for help, sounding understanding, speaking respectfully, being clear about where/how you are confused -Willingness to take help/trying to learn -Presence= Participation: student has made it clear how he/she/they participate 	<ul style="list-style-type: none"> -Encouraging students to communicate or ask questions -Helping other students to exceed standards -AVID: asking questions, trying to get the confused student to a better understanding, providing emotional labor (when someone is frustrated or about to give up you help them feel better by telling a joke or uplifting their spirits) -Telling another student when they do something cool or that you appreciate something about them

Self-Knowledge	<ul style="list-style-type: none"> -Not knowing that there are different ways to learn or that you may have stronger styles -Not really caring about learning styles -Not knowing current grades or GPA, not taking advantage of this information 	<ul style="list-style-type: none"> -Not really knowing your learning style, or -Getting annoyed with teacher when they aren't using your learning style -You may know your learning style but you don't care to take advantage of it -Not checking grades consistently not knowing your GPA so you don't know what you need to do or work on 	<ul style="list-style-type: none"> -Knowing your learning style & ways that you learn best -Knowing your strengths, weaknesses -Knowing your current grades and using that information to "do better in class" or "change" -Taking advantage of space/seating options/fidget stuff -Knowing your values and what's important to you 	<ul style="list-style-type: none"> -Helping other students show or tell the teacher what their best learning style is -Suggesting to the teacher how to change an assignment or how to put students together in groups -Helping other students know and/or explain what's important to them
-----------------------	--	--	--	--

Prepared by Amy Karlstrom's 8th grade AVID class at Jason Lee Middle School, 2020, including students Ashaia Bennett*, Jett Smith*, Dominik Wagar*, Lylas Browning*, Alisi Letuli*, Zion Letuli*, Devlin Haug*, Briseyda Sanchez*, Lilly Flores, Amari Hunter, Venny White Jr., Emily Young, Marijose Jimenez, Qwinten Russell, Savanna McKee, Sajad Anvari