

Cultural Participation Rubric

Name : _____ Class: _____ Trimester: _____

	6	5	4	3	2	1
Visual Awareness	Always watching and checking to see that others are watching too. Superb visual multi-tasker.	Always watching - good at visually multi-tasking.	Sometimes not aware of when they aren't watching. Quickly helps to get others when asked.	Many times not visually paying attention not quick to get other people to look.	Doesn't watch a lot and the person sitting next to them has to get their attention a lot.	Visually tuned out. Neighbor gave up on trying to get them to watch.
Encourages a strong ASL environment	Enters class and leaves class signing. NEVER speaks, whispers or fingerspells to communicate. Initiates signed conversations even when others are talking. Has multiple ways of explaining using ASL sentences.	Enters and leaves signing. Doesn't break silence. Thinks visually by explaining using ASL sentences. Hardly ever speaks, whispers or fingerspells to communicate.	Rarely uses mouthed English and/or whisper to communicate. Rarely breaks finger-spelling rules to communicate. Signs when teacher announces "Voice off"	Often uses fingerspelling instead of trying to explain. Relies on English mouthing and/or fingerspelling to understand and communicate.	Isn't aware of the rules of fingerspelling and often uses it to communicate. Often mouths/whispers words. Writes things down often. May try to avoid communicating.	Relies mostly on fingerspelling, mouthed words and writing in English to communicate - or just doesn't try to communicate. Feels uncomfortable in the signing environment.
Appropriate Sounds for an ASL class	Never makes sounds intended to get auditory attention or communicate. Tells others not to do so when they hear it.	Never makes sounds intended to get auditory attention or communicate. Recognizes when others do it and wishes they wouldn't.	Rarely makes sounds intended to get auditory attention or communicate. Recognizes that this isn't appropriate for a visual environment.	Sometimes makes sounds intended to get auditory attention or communicate. Why not!?!	Frequently makes sounds intended to get attention or communicate.	Can't go a day without making sounds intended to get attention or communicate.
Asks for clarification/ repetition/time	Never ashamed to ask for clarification of a message. Quickly recognizes and acts when they need to ask for help or extra time to complete a visual task before moving to another.	Will ask for clarification/repetition and time. Recognizes the need and acts on it. Really wants to know what is being communicated and will take the lead when necessary.	Recognizes the need for clarification/ repetition or time pretty quickly and will act on it most of the time.	May not always recognize that there is a need for repetition/ clarification or time. May respond in anger or talking about it outside of class rather than taking positive actions.	Rarely knows when to ask for time or clarification. Is not engaged most of the time anyway.	Not engaged at all - won't advocate for themselves, don't know when they are understanding or not.
Negotiating the visual environment	Ask quickly for others to move when blocking the view. Always scans the room to ensure that everyone is looking when signing to the whole class. Gets the attention of those who aren't looking quickly and effectively.	Most of the time asks for others to move when blocking the view. Scans the room to ensure that everyone is looking when signing to the whole class. Gets the attention of those who aren't looking.	May or may not ask for others to move when blocking the view. Does a quick glance around the room for eye contact when signing to the whole class. May give up on getting everyone's attention and just begin signing.	May not understand the rules involved in getting attention of the whole group and telling individuals to move so that they can be seen or so that you can see the signer. Begins signing without checking to see that all can see.	Doesn't consistently apply the rules for getting attention. May not bother to ask people to move if they are blocking the view. Doesn't scan the room to see if everyone is looking.	Is unable to negotiate a visual environment effectively. Doesn't check for eye contact, doesn't bother to ask people to move to ensure eye contact.