

## Participation evaluation guidelines – Student Copy

1. CLASS PERFORMANCE			
A/100-90	B/90-80	C/80-70	D/70-60
<p><b>PREPARATION AND ATTITUDE:</b></p> <ul style="list-style-type: none"> <li>Is well prepared for class</li> <li>Shows use of new knowledge and language through meaningful class participation</li> <li>Volunteers readily</li> <li>When called on, answers readily and correctly</li> <li>Is a student whose engagement contributes to the learning outcome of the entire group</li> </ul>	<p><b>PREPARATION AND ATTITUDE:</b></p> <ul style="list-style-type: none"> <li>Is generally prepared for class</li> <li>Tries to participate actively, but may be somewhat limited by preparation</li> <li>Sometimes volunteers</li> <li>When called on, generally answers readily and correctly</li> <li>Is attentive in class</li> </ul>	<p><b>PREPARATION AND ATTITUDE:</b></p> <ul style="list-style-type: none"> <li>Participates in a limited way due to inadequate preparation and/or language-related problems</li> <li>Rarely volunteers</li> <li>When called on often gives extremely limited responses</li> </ul>	<p><b>PREPARATION AND ATTITUDE:</b></p> <ul style="list-style-type: none"> <li>Is unprepared for class and unable to participate in any meaningful way in activities</li> <li>Never volunteers to speak in class</li> <li>When called on, may react with indifference or disdain</li> <li>May at times compromise or disrupt the work of the class</li> </ul>
<p><b>PAIR AND GROUP WORK:</b></p> <ul style="list-style-type: none"> <li>Is cooperative and participates with enthusiasm</li> <li>When activity is finished, continues discussion with partner(s)</li> <li>Listens carefully when others speak</li> </ul>	<p><b>PAIR AND GROUP WORK:</b></p> <ul style="list-style-type: none"> <li>Is generally engaged, positive, and cooperative</li> <li>Listens when others speak</li> <li>When activity is finished, usually continues discussion with partner(s)</li> </ul>	<p><b>PAIR AND GROUP WORK:</b></p> <ul style="list-style-type: none"> <li>Participates in activities, but with little commitment</li> <li>Does not listen carefully to classmates</li> <li>When activity is finished, lapses into English/irrelevant topics with partner(s)</li> </ul>	<p><b>PAIR AND GROUP WORK:</b></p> <ul style="list-style-type: none"> <li>Is present but does not contribute to pair or group work in a meaningful way</li> <li>Speaks English with partner(s) during activity/talks about irrelevant topics</li> </ul>
2. CULTURAL DISCUSSIONS			
A/100-90	B/90-80	C/80-70	D/70-60
<ul style="list-style-type: none"> <li>Shares complex reflections about Danish culture(s)</li> <li>In class discussions includes relevant sources and theoretical concepts in a substantial and critical way</li> <li>Articulates insight into own cultural rules and biases</li> </ul>	<ul style="list-style-type: none"> <li>Share reflections about Danish culture(s)</li> <li>In class discussions includes relevant sources and theoretical concepts</li> <li>Recognizes new perspectives about own cultural rules and biases</li> </ul>	<ul style="list-style-type: none"> <li>Share simple or superficial statements about Danish culture(s)</li> <li>In class discussions includes a superficial insight of theory</li> <li>Identifies without gaining a deeper understanding of own cultural rules and biases</li> </ul>	<ul style="list-style-type: none"> <li>States minimum interest in learning more about the Danish cultures.</li> <li>In class discussions theory is applied wrongly or is non-present</li> <li>Shows minimal awareness of own cultural rules and biases</li> </ul>
3. DANISH LANGUAGE			
A/100-90	B/90-80	C/80-70	D/70-60
<ul style="list-style-type: none"> <li>Uses Danish consistently during class activities and pair or group work</li> <li>Speaks in complete sentences and, when appropriate, short paragraphs</li> <li>Uses “Expressions utiles” when doesn’t know the Danish word(s)</li> <li>Makes effort to express ideas in another way if doesn’t know Danish word(s); attempts to improvise</li> <li>Works actively to improve aural comprehension by listening carefully when others speak</li> </ul>	<ul style="list-style-type: none"> <li>Mostly uses Danish during class activities and pair or group work</li> <li>Generally speaks in complete sentences</li> <li>Lapses too easily into English when unable to immediately express an idea in Danish</li> </ul>	<ul style="list-style-type: none"> <li>Uses Danish in a more limited way during class activities and pair or group work</li> <li>Speaks in isolated phrases; rarely tries to speak in complete sentences</li> <li>Speaks a mixture of Danish and English; does not try to actively increase the use of Danish</li> </ul>	<ul style="list-style-type: none"> <li>Does not attempt to use Danish</li> <li>Speaks primarily in isolated words and some phrases</li> </ul>

