

Biddeford High School Active Listening Rubric

Name _____ Assessment Title _____ Date _____ Score _____

	Exceeds Standard: 4	Meets Standard: 3	Partially Meets Standard: 2	Does Not Meet Standard: 1
Preparation	Student thoughtfully prepares for the presentation, lecture, discussion or multimedia event by asking relevant questions, engaging in independent research, and/ or reviewing material in advance.	Student prepares for the presentation, lecture, discussion or multimedia event through questions, open attitude, a willingness to learn and engage with material and by displaying an understanding of the purpose of the event.	Student makes an effort to prepare for the presentation, lecture, discussion or multimedia event but is hindered by a lack of appreciation, understanding, or knowledge.	Student makes no effort to prepare for or to understand the purpose of the presentation, lecture, discussion or multimedia event.
Focus and Reception	Student's behavior during the presentation, lecture, discussion, or multimedia event indicates disciplined focus as well as engaged and critical reception evidenced by thoughtful comments, reflections, insightful questions and alert, respectful, and interested demeanor.	Student's behavior during the presentation, lecture, discussion or multimedia event indicates focus as well as respectful reception as evidenced by continued and interested attention.	Student's behavior during the presentation, lecture, discussion, or multimedia event indicates an effort to focus and listen actively with respect and interest. Student may have periods of brief, observable distraction, but displays the ability to refocus and redirect his or her attention.	Student's behavior during the presentation, lecture, discussion, or multimedia event indicates an inability to focus and /or a lack of receptive listening as demonstrated by distractability, engagement in side conversations, and random remarks.
Demonstration of Understanding	Student demonstrates comprehensive understanding obtained through active listening by producing thorough and reflective notes, writing a nuanced and comprehensive reflection or response and/ or verbally summarizing and processing the material obtained.	Student demonstrates understanding obtained through active listening by producing adequate notes, writing a thorough reflection or response and/ or verbally recapitulating material obtained through listening.	Student demonstrates incomplete understanding obtained through active listening by producing inadequate notes, writing a partial reflection or response and/or verbally recounting some parts (but missing crucial points) of the material that could have been obtained by active listening.	Student is unable to produce any evidence that s/he engaged in active listening either in writing, or verbal affirmations.

Biddeford High School Media Services Department, 2010. Margaret McNamee, Dept. Chair. (Contact: mmcnamee@biddschools.org.)

References:

- Active Listening.* Communication Skills Training. Mind Tools, 1995-2010. Web. 30 May 2010.
Listening Skills Inventory. Learning through Listening. RFB&D, May 2008. Web. 30 May 2010.

