

## 5.4\_E

| Poor contributions                          | Student A | Student B | Student C |
|---------------------------------------------|-----------|-----------|-----------|
| disagrees rudely                            |           |           |           |
| doesn't explain how the point is relevant   |           |           |           |
| doesn't understand an idiom                 |           |           |           |
| dominates the discussion                    |           |           |           |
| gets angry when someone disagrees with them |           |           |           |
| interrupts                                  |           |           |           |
| is negative                                 |           |           |           |
| mumbles or whispers                         |           |           |           |
| says something irrelevant                   |           |           |           |
| shouts                                      |           |           |           |
| sits quietly and says nothing               |           |           |           |
| starts a side conversation                  |           |           |           |
| other:                                      |           |           |           |
|                                             |           |           |           |
|                                             |           |           |           |

## 5.4\_E

| Good contributions                      | Student A | Student B | Student C |
|-----------------------------------------|-----------|-----------|-----------|
| allows others to speak                  |           |           |           |
| asks for clarification                  |           |           |           |
| asks politely for information           |           |           |           |
| brings in another speaker               |           |           |           |
| builds on points made by other speakers |           |           |           |
| contributes to the discussion           |           |           |           |
| explains the point clearly              |           |           |           |
| gives specific examples to help explain |           |           |           |
| is constructive                         |           |           |           |
| links correctly with previous speakers  |           |           |           |
| listens carefully to what others say    |           |           |           |
| makes clear how the point is relevant   |           |           |           |
| paraphrases to check understanding      |           |           |           |
| says when they agree with someone       |           |           |           |
| speaks clearly                          |           |           |           |
| tries to use correct language           |           |           |           |
| other:                                  |           |           |           |