

# Facilitation Rubric

Criteria	Needs Improvement	Sufficient	Advancing	Bonus
<b>Uses activities in an intentional and purposeful way.</b>	Does an activity for no real reason.	Can state a reason for using the activity (e.g. energizer, fun, teaching a particular life-skill, engagement).	Introduces/frontloads a metaphor or purpose for the activity with participants.	Chooses an activity that highlights, connects, assesses, or applies to content learning.
<b>Sequences activities.</b>	Chooses an activity solely because he or she likes it.	Chooses an activity according to an acknowledged sequence.	Assesses where the group is in their development and chooses an activity to help meet their needs at that particular time.	When an activity is not working, adapts the activity to meet the developmental needs of the group.
<b>Gets the group's attention before starting.</b>	Gives directions without getting people's attention.	Gets people's attention, but gives directions before everyone is ready to listen.	Gets people's attention and waits until everyone is ready.	Has a strategy to get people's attention besides yelling (e.g., "If you can hear me, clap once") or uses a time-out signal.
<b>Gets the group in a place where everyone can see and hear (circle, line, etc.).</b>	Does nothing to situate group so that everyone can see and hear.	Gathers people but allows them to sit or stand in a clump.	Asks for and waits for people to get into a circle or a line so that everyone can see and hear.	When people stand in front of others, reminds them to make space so that everyone is included in the circle.
<b>Activity introduction.</b>	Gives long and rambling directions that are not sequential, and leaves out rules or directions.	Gives sequential directions for the activity that include all the rules.	After giving directions, asks if there are any questions.	Tells directions <i>and</i> shows them.
<b>Activity safety.</b>	Does not notice possible safety problems nor cover safety procedures in directions.	Tells participants the safety rules and possible safety issues.	Emphasizes that people have the right to pass or change the way something is done in order to feel physically and emotionally safe.	Suggests to a participant how s/he may do the activity in a different way, or suggests that it is okay to "opt out," when appropriate.
<b>Observes activity.</b>	Talks to a co-facilitator during the activity or ignores the activity.	Watches how people do the activity and watches for safety issues. Stops the action when there is a physical or emotional safety problem.	Takes mental or written notes about things to process after the activity.	Sees connections between what is happening and the metaphor, goals, past issues, and focus of the group.
<b>Processes (reflects on) activity.</b>	Does not process the activity at all.	Asks questions for participants to answer about the activity.	Asks follow-up questions when an issue is brought up by a participant.	In addition to talking, uses a way to process that is visual, physical, or artistic.
<b>Wraps up.</b>	Ends activity abruptly.	Says something after the activity and processing is done to signify that they will move on.	Summarizes what was said in the processing.	Finds a way to flow into the next activity.

Figure 8.7