# Student Voice Rubric

<table>
<thead>
<tr>
<th>17 ELEMENTS</th>
<th>6 AREAS</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Governance</td>
<td>Classroom Culture</td>
</tr>
<tr>
<td>1.) Relationship Development</td>
<td>x</td>
</tr>
<tr>
<td>2.) Communication and Culture of Listening</td>
<td>x</td>
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<tr>
<td>3.) Supportive Staff</td>
<td>x</td>
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<td>4.) Collaboration</td>
<td>x</td>
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<tr>
<td>5.) Encouraging Participation</td>
<td>x</td>
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<tr>
<td>6.) Responsive: Student Voice Leads to Action</td>
<td>x</td>
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<tr>
<td>7.) Contributing to Decisions</td>
<td>x</td>
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<tr>
<td>8.) Peer Support Opportunities</td>
<td>x</td>
</tr>
<tr>
<td>9.) Appealing to Students' Lives and Interests</td>
<td>x</td>
</tr>
<tr>
<td>10.) Student Government with True Power</td>
<td>x</td>
</tr>
<tr>
<td>11.) Real Leadership Roles</td>
<td>x</td>
</tr>
<tr>
<td>12.) Community-Building</td>
<td>x</td>
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<tr>
<td>13.) Variety and Choice</td>
<td>x</td>
</tr>
<tr>
<td>14.) Authentic Tasks and Real-World Experiences</td>
<td>x</td>
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<tr>
<td>15.) Exploring Self, Identity, and Goals</td>
<td>x</td>
</tr>
<tr>
<td>16.) Fostering Self-Advocacy</td>
<td>x</td>
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<tr>
<td>17.) Constructivist Learning</td>
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**AREAS** are the most important *places* where student voice can and should be found.

**ELEMENTS** are the most important *qualities* of student voice, which can be found in all areas.
# Student Voice Rubric

**Student Voice Collaborative**

## AREA #1

### School Governance

#### COMMUNICATION & CULTURE OF LISTENING
- ✓ Students informed of current school and classroom policies
- ✓ Students offered opportunities to discuss policies/governance together
- ✓ Students offered opportunities to discuss policies/governance w/ staff
- ✓ Staff acknowledges, takes note of, and shares back student feedback

#### COLLABORATION
- ✓ Students/staff conduct research together on school issues
- ✓ Students/staff generate ideas together about how to improve school
- ✓ Students/staff develop action plans together to improve school
- ✓ Students/staff organize school community around addressing issues

#### CONTRIBUTING TO DECISIONS
- ✓ Staff makes decision-making process clear to students
- ✓ Staff offers students meaningful/regular ways to weigh in during process
- ✓ Students/teachers make classroom policies and decisions together
- ✓ Students/staff make school-wide policies and decisions together

#### RESPONSIVE: STUDENT VOICE LEADS TO ACTION
- ✓ Students/staff implement shared plans together
- ✓ Students/staff monitor initiatives and reflect together
- ✓ Students/staff share progress and results of student contributions publically
- ✓ Students/staff revise and improve initiatives together

#### STUDENT GOVERNMENT WITH TRUE POWER
- ✓ Student government is provided quality leadership training
- ✓ Student government identifies and explores real school issues
- ✓ Student government advises leadership team/committees on key issues
- ✓ Student government involved in carrying out initiatives and policies

#### REAL LEADERSHIP ROLES
- ✓ Multiple students serve on School Leadership Team
- ✓ Multiple students serve on each other important school committee
- ✓ Students publish newspaper with commentary on student life and policy
- ✓ Students help to evaluate the school
Student Voice Rubric
Student Voice Collaborative

COMMUNICATION & CULTURE OF LISTENING
✓ There is order to conversation – when one talks, others listen (one mic)
✓ Students offered opportunities for peer conferencing
✓ Teachers promote student-led discussion
✓ Teachers solicit, discuss, and respond to student feedback

COLLABORATION
✓ Students work with variety of peers in pairs and groups
✓ Students/teachers plan lessons together
✓ Students/teachers facilitate activities together
✓ Students/teachers grade and evaluate together

VARIETY AND CHOICE
✓ Lessons appeal to a variety of learning styles
✓ Students offered opportunities to be creative/express themselves
✓ Students offered choice in activities
✓ Students offered choice in topics

AUTHENTIC TASKS AND REAL WORLD EXPERIENCES
✓ Students engage in project-based learning, research, and inquiry
✓ Students offered opportunities to connect work to goals and interests
✓ Students offered opportunities to take part in service learning
✓ Students offered internship/work experience opportunities

ENCOURAGE PARTICIPATION
✓ Teachers create a safe space and encourage students
✓ Teachers assign challenging tasks and ask thought-provoking questions
✓ Students provided time to think/process before sharing with group
✓ Teachers call on a wide range of students

CONSTRUCTIVIST LEARNING
✓ Students offered opportunities to experiment and test ideas
✓ Teachers present problems with multiple paths and solutions
✓ Students offered opportunities for hands-on learning
✓ Students offered opportunities to reflect on learning
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### AREA #3

**Discipline and Problem-Solving**

<table>
<thead>
<tr>
<th><strong>COMMUNICATION &amp; CULTURE OF LISTENING</strong></th>
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<tbody>
<tr>
<td>✓ There is order to conversation – when one talks, others listen (one mic)</td>
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<tr>
<td>✓ Students/staff share and agree to expectations for one another</td>
</tr>
<tr>
<td>✓ Students/staff have opportunities to explain/defend themselves</td>
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<tr>
<td>✓ Open door policy encourages sharing concerns/issues early on</td>
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<table>
<thead>
<tr>
<th><strong>COMMUNITY-BUILDING</strong></th>
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<tbody>
<tr>
<td>✓ School celebrates differences and combats bullying</td>
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<tr>
<td>✓ Student progress/achievement/leadership is recognized and appreciated</td>
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<tr>
<td>✓ Regular activities bring school community together</td>
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<td>✓ Students share ownership over physical space</td>
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<table>
<thead>
<tr>
<th><strong>COLLABORATION</strong></th>
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<tbody>
<tr>
<td>✓ Students/staff develop core values together</td>
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<tr>
<td>✓ Students help mediate conflicts between students</td>
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<tr>
<td>✓ Students/staff address personal conflicts together in small groups</td>
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<tr>
<td>✓ Students/staff carry out resolutions to conflicts and monitor together</td>
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<tr>
<th><strong>SUPPORTIVE STAFF</strong></th>
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<tr>
<td>✓ Staff expresses interest in and empathy for students</td>
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<tr>
<td>✓ Staff addresses issues proactively when possible</td>
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<tr>
<td>✓ Staff responds to issues right away</td>
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<tr>
<td>✓ Staff offers students second chances and opportunities to learn from mistakes</td>
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<tr>
<th><strong>RELATIONSHIP DEVELOPMENT</strong></th>
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<tbody>
<tr>
<td>✓ Students have opportunities to share and get to know one another</td>
</tr>
<tr>
<td>✓ Staff/students have opportunities to share and get to know one another</td>
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<tr>
<td>✓ Staff engages families, building bridges between school and home</td>
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<tr>
<td>✓ Students encouraged to meet/interact with a variety of students/staff</td>
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<tr>
<th><strong>EXPLORING SELF, IDENTITY, AND GOALS</strong></th>
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<tbody>
<tr>
<td>✓ Students have opportunities to share their roots and stories</td>
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<tr>
<td>✓ Students have opportunities to think about and discuss their values</td>
</tr>
<tr>
<td>✓ Students set, adjust, and monitor own goals</td>
</tr>
<tr>
<td>✓ Students have opportunities to reflect on self and impact of decisions</td>
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SUPPORTIVE STAFF
- Staff expresses interest in and empathy for students
- Staff shares information and collaborates to support students
- Staff treats students fairly and with respect
- Staff offers equal opportunities to all students

APPEALING TO STUDENTS’ LIVES AND INTERESTS
- Staff provides opportunities for students to share lives and interests
- Staff considers impact of life experiences on student views/behavior
- Staff considers student lives/interests in planning ( advisement ) curriculum
- Teachers encourage students to connect material to lives/prior knowledge

ENCOURAGE PARTICIPATION
- Teachers create safe space so students feel comfortable sharing feelings
- Teachers ensure that every student who wants to has a chance to speak
- Teachers commend and reward participation
- Students provided time to think/process before sharing with group

PEER SUPPORT OPPORTUNITIES
- School offers peer tutoring program
- School offers peer mentoring program
- School offers peer mediation program
- School offers peer support groups

FOSTERING SELF-ADVOCACY
- Staff encourages students to stay informed and use resources
- Staff encourages students to hold themselves accountable
- Staff encourages students to ask for help
- Staff rewards initiative and action

RELATIONSHIP DEVELOPMENT
- School offers students variety of supportive adults to relate to
- Staff helps students set and track goals
- Staff helps students identify challenges and ways to overcome them
- Students get to know a small group of peers deeply over time
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**Student Voice Collaborative**

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**COLLABORATION**
- Students/staff select activities to offer together based on need/interest
- Students/staff plan and organize activities together
- Students/staff facilitate activities together
- Students work together and share roles/responsibilities within activities

**STUDENT GOVERNMENT WITH TRUE POWER**
- Student government is diverse and represents a range of students
- Student government advises staff on activities to offer
- Student government proposes new activities and helps get them started
- Student government helps make decisions about student activities

**SUPPORTIVE STAFF**
- Staff encourages students to facilitate activities as much as possible
- Staff offers time and guidance when needed
- Staff helps with funding and coordinating
- Principal supports activities however possible

**VARIETY AND CHOICE**
- Variety of student activities offered
- Activities include open and accessible to all students
- Participants choose direction activities go by contributing input
- Each activity encourages and respects a variety of opinions

**ENCOURAGE PARTICIPATION**
- Students have opportunity to suggest /vote on activities to be offered
- Information about available activities shared with all students
- Activities offer students opportunities to get to know one another
- Student participants actively recruit and organize

**AUTHENTIC TASKS AND REAL WORLD EXPERIENCES**
- Activities connect to outside community
- Activities include out-of-school trips and experiences
- Activities prepare students for post-HS work/studies/life
- Activities involve interaction and hands-on learning
AUTHENTIC TASKS & REAL-WORLD EXPERIENCES
✓ Teachers trained to relate curriculum to student interests / experiences
✓ Teachers trained to integrate out-of-school experiences into class
✓ Teachers trained to prepare students for college / work / life after school
✓ Teachers trained in project-based and hands-on learning

FOSTERING SELF-ADVOCACY
✓ Teachers trained to help students stay informed and use resources
✓ Teachers trained to encourage personal responsibility
✓ Teachers trained to promote habits of mind and work
✓ Teachers trained to promote thoughtful questioning and discussion

SUPPORTIVE STAFF
✓ Teachers trained to counsel and problem-solve with students
✓ Teachers trained to collaborate with colleagues to support students
✓ Teachers trained to clarify, re-teach, and tutor students
✓ Teachers trained to be fair and respectful

CONSTRUCTIVIST LEARNING
✓ Teachers trained to conduct inquiry / research / experiments w/ students
✓ Teachers trained to support students as teachers and facilitators
✓ Teachers trained to conduct reflection with students
✓ Teachers trained to conduct effective group work with students

CONTRIBUTING TO DECISIONS
✓ Teachers trained to integrate feedback and make decisions w/ students
✓ Admin trained to integrate feedback and make decisions w/ students
✓ Teachers trained to help students research and develop policy proposals
✓ Staff trained to implement policies and initiatives with students

VARIETY AND CHOICE
✓ Teachers trained to accommodate a variety of learning styles
✓ Teachers trained to encourage creativity and self-expression
✓ Teachers trained to offer choice among activities
✓ Teachers trained to offer choice among topics