Discussion Rubric (Class and Small Group) Name:_____ Pd:_____

Objective	Examples of comments, behaviors	Achieves	Mostly There	Developing	ND
Contributes relevant spoken comments that provide insight to the text and enhance the discussion	- States an idea or opinion and supports it with textual evidence - On page ___, the text suggests that ___ - In my opinion, ____ because _____. - There is ample evidence to suggest ____. For example, _____. - Draws attention to details in text to raise a question or further examine an idea - Poses a relevant question - Paraphrases and builds on another speaker's ideas - Respectfully disagrees or offers alternate perspective - I see your point, but have you considered _? - I disagree. When it says ___, I read it as ___	Regular examples (discussion or unit)	Multiple examples (discussion or unit)	Demonstrates infrequently, inconsistently. Comments may be less text-specific	
Actively listens	- Demonstrates listening through body language: - makes appropriate eye contact - looks at text when it's being referenced - maintains focus - Asks clarifying questions: - Can you say more about ___? - What do you mean by ____? - Can you show me evidence in the text that ___? - So, what you're saying is ___. Do I have that right? - Provides comments that fit well with where discussion is focused	Regular examples (discussion or unit)	Multiple examples (discussion or unit)	Demonstrates infrequently, inconsistently	
Collaborates with other participants to arrive at new insights and understandings	- Demonstrates appropriate preparation for discussion (close reading of text) - Encourages another participant to speak - Refers to participants by name - Builds on others' ideas - I heard you say ___, and I haven't thought about that before. - What you said about ___ resonated with me because ___. - Re-focuses or centers question for the group - Step forward where appropriate; step back when appropriate (shares airspace)	Regular examples in sample (discussion or unit)	Multiple examples in sample (discussion or unit)	Demonstration is infrequent or inconsistent	
Avoids distracting, off-task, or harmful behaviors	Regularly does not - Interrupt other speakers - Make off-task comments or go on tangents - Dominate discussion or debate more than discuss - Repeat comments or ideas - Make hurtful, stereotyped, or personalized comments (even as a "joke")	Always	Mostly	Sometimes	

Reflection

1. What did you learn from this discussion? What new insights, clarifications, or new ideas did you gain? What is worth noting?

2. Reflect on the collaborative efforts of this discussion (class or small group). What went well? What should the group focus on next time? How can you, personally, contribute to these goals?

3. Reflect on your own contributions to this discussion. What was most challenging for you? What do you feel your strongest contributions were? What do you want to focus on next time?