

**Rubric for Classroom Discussion**
**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

Criteria	(4) Exemplary	(3) Accomplished	(2) Developing	(1) Emerging (0) = missing or not attempted
<b>Accountability to Community</b>  Score x 2 = ____	<ul style="list-style-type: none"> <li>• <i>Listens</i> carefully with alert posture and tracking the speaker. Monitors participation so that s/he listens more than speaks.</li> <li>• <i>Speaks</i> loud, clear, and slow enough for all participants to understand. Makes effective use of eye contact while speaking.</li> <li>• Uses <i>uptake</i> to respond to the specific ideas of others by elaborating on someone else's idea; providing reasons for (dis)agreeing with an idea; and asking follow-up questions aimed at understanding an idea.</li> <li>• Uses <i>academic language</i> to form clear contributions.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Listens</i> with focused posture and tracking the speaker. Listens more than speaks.</li> <li>• <i>Speaks</i> loud enough for all participants to hear. Makes eye contact with participants.</li> <li>• Uses <i>uptake</i> to respond to the ideas of others by elaborating on someone else's idea; providing reasons for (dis)agreeing with an idea; and asking follow-up questions.</li> <li>• Uses <i>academic language</i> to form contributions.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Listens</i> with focused posture or tracking the speaker. Sometimes needs prompting to speak, or speaks a disproportionate number of turns.</li> <li>• <i>Speaks</i> loud enough for most participants to hear. Looks in the general direction of others while speaking.</li> <li>• Uses <i>uptake</i> to respond to the ideas of others by elaborating on someone else's idea; providing reasons for (dis)agreeing with an idea; or asking follow-up questions.</li> <li>• Attempts <i>academic language</i> to form contributions.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Listens</i> quietly while others speak. Speaks only when prompted, or dominates by speaking more often than listening.</li> <li>• <i>Speaks</i> loud enough for peers nearby to hear. Speaks in the direction of the discussion leader or down at desk.</li> <li>• Attempts to use <i>uptake</i> to respond to others' ideas.</li> <li>• Attempts <i>academic language</i> to form contributions when prompted.</li> </ul>
<b>Quality of Argumentation</b>  Score x 2 = ____	<ul style="list-style-type: none"> <li>• Responds to questions / prompts by offering relevant <i>claims</i> with clear, specific academic language.</li> <li>• Uses <i>evidence</i> to support one's own and others' claims. Evidence comes from a variety of sources (the text under discussion, the historical context of a text, personal experience, general knowledge, a previous class).</li> <li>• Provides <i>reasoning</i> that clearly connects claims and evidence. Reasoning takes a variety of forms (summary / description, interpretation, evaluation).</li> </ul>	<ul style="list-style-type: none"> <li>• Responds to questions / prompts by offering relevant <i>claims</i> with academic language.</li> <li>• Uses <i>evidence</i> to support claims. Evidence comes from a variety of sources (the text under discussion, the historical context of a text, personal experience, general knowledge, a previous class).</li> <li>• Provides <i>reasoning</i> that connects claims and evidence. Reasoning takes a variety of forms (summary / description, interpretation, evaluation).</li> </ul>	<ul style="list-style-type: none"> <li>• Responds to questions / prompts by offering relevant <i>claims</i>.</li> <li>• Uses <i>evidence</i> from a single source (the text under discussion, the historical context of a text, personal experience, general knowledge, a previous class) to support claims.</li> <li>• Provides <i>reasoning</i> that attempts to connect claims and evidence. Reasoning tends to take a single form (summary / description, interpretation, evaluation).</li> </ul>	<ul style="list-style-type: none"> <li>• Offers <i>claims</i> that are irrelevant to the questions / prompts.</li> <li>• Attempts to use <i>evidence</i> from a single source (the text under discussion, the historical context of a text, personal experience, general knowledge, a previous class) to support claims.</li> <li>• Attempts to provide <i>reasoning</i> that connects claims and evidence. Reasoning takes a single form (summary / description, interpretation, evaluation), and may be vague, confusing, or irrelevant.</li> </ul>
<b>Contribution to Knowledge</b>  Score = ____	<ul style="list-style-type: none"> <li>• References relevant <i>text</i> excerpts that reflect close reading. Orients listeners to the location and context of the text, and waits for listeners to find location.</li> <li>• Makes sophisticated <i>connections</i> between text and multiple other knowledge sources (the historical context of a text, personal experience, general knowledge, a previous class).</li> </ul>	<ul style="list-style-type: none"> <li>• References relevant <i>text</i> excerpts. Orients listeners to the location and context of the text.</li> <li>• Makes relevant <i>connections</i> between text and other knowledge sources (the historical context of a text, personal experience, general knowledge, a previous class).</li> </ul>	<ul style="list-style-type: none"> <li>• Attempts to reference relevant <i>text</i> excerpts. Must be prompted to provide location or context of the text.</li> <li>• Makes <i>connections</i> between text and another knowledge source (the historical context of a text, personal experience, general knowledge, a previous class) when prompted.</li> </ul>	<ul style="list-style-type: none"> <li>• Paraphrases <i>text</i> excerpts from memory. References lack context or are irrelevant.</li> <li>• Attempts to make a <i>connection</i> across knowledge sources (the historical context of a text, personal experience, general knowledge, a previous class). Connection may be vague or irrelevant.</li> </ul>

Comments:

Rubric Score	Grade	Points Awarded
19-20	A+	20
17-18	A	19
15-16	A-	18
13-14	B	17
11-12	B-	16
10 or below	Re-assessment required	