

Rubric for Classroom Discussion
Name: _____

Date: _____

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

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	