Fitzgerald /10 Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Small Group Discussion Grading Rubric**

* **ideas shared**
	+ **freely**
		- enters into the flow of ideas
		- does not need to be called on
		- does not expect group to wait for their ideas unnaturally
	+ **in a timely manner** - not far removed to the ideas being reacted to
* **a reasonable amount of ideas are shared based on the time available and the size of the group**
	+ would be considered an equal or strong participant in the discussion - As the Science Guys say, “Don’t be a hog or log; be a cog.”
		- not too often
			* students who are participating more than other should be sure they are leaving “space”/time in which other students can think and offer an idea
		- not too little
			* students who are not participating need to remember that if they jump in at the same time as others, all that will happen is that the student who has participated more will wait and let them speak
* **reflects that student has listened to the ideas of others and seeks the ideas of others**
	+ signs of listening include
		- clear eye contact with person speaking
		- body inclined toward the speaker
		- nodding or verbally acknowledging the ideas
		- engaging in a back and forth exchange of ideas with one his or her group members,
	+ sign that student seeks the ideas of others include
		- directing ideas to the other students to make each feel part of the conversation
		- having shoulders turned to include the other person
		- wording of ideas is open-ended in nature – not stated as if they are the only possible way of interpreting the topic
* students ideas "bounce off of" or "flow from" ideas already shared
* student is respectful of others and does not make the discussion a competition
* **ideas accurate and well developed by detail**
	+ student can be observed referring to the materials to develop ideas reflects our studies
* **ideas clear** –
	+ student is observed referring to and commenting on the written answers being developed by the group

**Grading**

* All graded work will be within seven skill area: discussion, data displays, notes, taking information-based tests and quizzes, answering document-based questions, and writing.
* Every example of work will be graded on a 10 point scale based on whether the work demonstrated the characteristics of success in that skill area. The students will develop the list of five key qualities for each skill area through discussion
	+ 10 - mastery/above and beyond - all qualities shown
	+ 9 - excellent – needs to work on developing only 1 quality
	+ 8 - good - needs to work on developing 2 qualities
	+ 7 - basic - needs to work on developing 3 qualities
	+ 6 - below basic expectations - needs to work on developing 4 qualities
	+ 5 - not currently demonstrating this skill
* Grades will be posted on Synergy which will have a note as to the above scale, so students and parents can assess current progress. But the class grade will not be figured mathematically by the program.
* If a trend toward improvement in a skill area can be perceived as the student is achieving a greater number of the sought after qualities than at first were achieved, this trend will be acknowledged and only the most recent grade in the skill area will be used to determine the student’s grade in the class. If the number of qualities demonstrated in a skill fluctuates or which qualities the student needs to work on in the skill area varies, the average of the grades in that skill area will be used to determine the student’s grade in the class.
* Students will not retest or redo work for a higher grade, though they may do so in order to practice mastering the qualities of the skill they were lacking. Students can improve their grade by focusing on achieving the qualities needed to be successful in that skill area in future work.

Check your discussion participation while you work!

* Are you **sharing ideas freely** and in a timely manner?
* Are you **sharing a reasonable amount of ideas** compared with other members of the group?
* Are you **listening well to the ideas of other group members and actively seeking the ideas of quiet group members** and **showing this in your body language, eye contact, and verbal encouragement and responses**?
* Are you **helping the group find the necessary details** for your answers by **referring to the material regularly and pointing details out?**
* Are you **showing that you are care about the clarity of the answer** being developed by the group by **watching what is being written and commenting on it?**