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

**Discussion Grading Rubric**

Because discussion of important topics is critical for citizens to become informed and participate in a democratic government, students will be assessed in this skill area, asking whether they can effectively participate in a discussion.

Work on the skill of discussion can take many forms in class, the goal being to prepare the student to take part in serious discussions as a citizen, and all these many forms of discussion can be graded: Socratic circles, debates, the sharing of and discussion of ideas with the whole class, with a partner, with a group of three, with a larger group on a project.

As with all graded skill areas, students will be graded in the same five specific qualities of the skill area throughout the year, so that students will know what to work on to improve in that area.

* Students worked to brainstorm these qualities themselves, coming up with the following:

**Qualities of successful participation in a discussion, as brainstormed by students** -

* ideas shared -
	+ freely
		- students enters into the flow of ideas
		- without being called upon or pressed or expecting other to wait 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
	+ the student would be considered an equal or strong participant in the discussion
	+ given lulls in conversation, student took chance to offer a new thought
* ideas are accurate and clear –
	+ to build clarity a student may engage in a back and forth exchange of ideas with other members of the group
	+ the student might refer specifically to material provided
	+ cumight also help clarify the ideas of others
* ideas are well developed by detail
	+ possible development includes - explanation, reasoning, examples
	+ student may also help develop ideas of others
* student listens to and seeks the ideas of others
* body language and eye contact of a good listener, i.e. looking at speaker, turning toward the speaker, leaning toward and not away from the speaker, nodding or giving verbally acknowledgment of the speakers ideas, asking questions of the speaker, etc.
* ideas "bounce off of" or "flow from" ideas already shared
	+ - Does not repeat ideas as if not already said
* Own ideas are open-ended in nature, seeming to seek the opinions of others, too
* student respectful of others and does not make the discussion a competition
	+ - student need not aggressively seek to persuade, as in many cases informing others of our thoughts is enough

**Grading explained on back.**

**Grading**

* We will work on many skills this year: discussion, data displays, notes, taking information-based tests and quizzes, working with primary sources, and writing.
* Each example of work in a skill area will be graded on a 10 point scale based on whether the work demonstrated the characteristics of success in that skill area.
	+ 10 - mastery/above and beyond - all qualities shown
	+ 9 - excellent - 4 of 5 qualities shown
	+ 8 - good - 3 of 5 qualities shown
	+ 7 - basic - 2 of 5 qualities shown
	+ 6 - below basic expectations - 1 of 5 qualities shown
	+ 5 - not currently demonstrating this skill - no qualities shown
* Grades will be posted on MyRCS 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. At progress report and marking periods, students will self-assess and I will assess their progress based on their level of performance in the skill areas. This grade will be then posted as a current progress grade.
* If a trend toward improvement in a skill area or in skills overall can be perceived, achieving a greater number of the sought after qualities than at first were achieved, this trend will be acknowledged. If the number of qualities demonstrated in a skill fluctuates or the overall performance based on different skills varies, the average will be used.
* Students will not retest or redo work for a higher grade, though they may do so for their own goals, as students can improve their grade by focusing on achieving the qualities needed in future work.