

Name: _____

Score: _____

Teacher Name: _____

Text-based Discussion School-wide Rubric

Expectations	Exceeds standard 4	Meets standard 3	Nearly meets standard 2	Below standard 1
Conduct	<p>Demonstrates respect for the learning process by showing patience with different and complex ideas.</p> <p>Shows initiative by asking for clarification and bringing others into the conversation.</p> <p>Speaks to all participants to deepen understanding of the topic.</p>	<p>Shows respect and patience for a range of individual ideas by participating in group discussions. <i>OC-10-1.4</i></p> <p>Makes insightful comments and brings others into the conversation by utilizing logical organization and language, appropriate to audience, context, and purpose. <i>OC-10-2.1</i></p> <p>Addresses most comments to other participants to encourage further discussion.</p>	<p>Shows little respect and patience for individual ideas when participating in group discussions.</p> <p>Makes relevant comments and attempts to bring others into the conversation but is too forceful or too shy and does not contribute to the progress of the conversation.</p> <p>Most comments are directed toward the teacher; most comments do not encourage further dialogue.</p>	<p>Shows no respect and patience for ideas when participating in group discussions.</p> <p>Uses inappropriate language.</p> <p>Does not contribute to and/or limits dialogue (e.g. argumentative).</p>
Speaking & Reasoning	<p>Supports thesis with many well-chosen details and provides an insightful conclusion by making many connections between ideas and resolves contradictory concepts.</p> <p>Insightfully analyzes and interprets text by explaining and supporting logical predictions/ outcomes and drawing inferences about the author's point of view/style and its effect on the central ideas of the text.</p>	<p>Supports thesis with well-chosen details and provides a coherent conclusion by making some connections between ideas and/or resolving contradictory concepts. <i>OC-10-2.3'; R-10-5.3(Literary Text); R-10-8.1 (Information Text)</i></p> <p>Analyzes and interprets text by explaining and supporting logical predictions/ outcomes and drawing inferences about the author's point of view/style and its effect on the central ideas of the text. <i>R-10-5.1; R-10-5.2; R-10-5.4; R-10-5.5; R-10-6.1</i></p>	<p>Attempts to support thesis with some details and provide a coherent conclusion but makes few connections between ideas and fails to resolve contradictory concepts.</p> <p>Attempts to analyze and interpret text by explaining and supporting logical predictions/ outcomes and drawing inferences about the author's point of view/style and its effect on the central ideas of the text.</p>	<p>Does not support thesis and makes no connection between ideas and fails to resolve contradictory concepts.</p> <p>No analysis or interpretation is evident.</p>
Listening	<p>Consistently demonstrates active listening by effectively summarizing, paraphrasing, questioning, or contributing to information presented.</p> <p>Points out faulty logic and ignores all distractions.</p> <p>Reaches a consensus with the group to solve a problem, make a decision, or achieve a goal.</p>	<p>Consistently demonstrates active listening by accurately summarizing, paraphrasing, questioning, or contributing to information presented. <i>OC-10-1.2</i></p> <p>Maintains consistent focus by identifying and evaluating the essential elements of the discussion and pointing out some faulty logic and ignoring most distractions. <i>OC-10-1.3, OC-10-2.2</i></p> <p>Reaches a consensus with the group to solve a problem, make a decision, or achieve a goal. <i>OC-10.1.5</i></p>	<p>Demonstrates some active listening, but may contain inaccuracies or contribute to misunderstandings.</p> <p>Attempts to maintain a consistent focus by identifying and evaluating the essential elements of the discussion, but fails to point out some faulty logic and appears distracted.</p> <p>Attempts to reach a consensus, but is unable to agree with all aspects of the solution of the group.</p>	<p>Limited responses demonstrate little listening.</p> <p>Unaware of faulty logic and is inattentive and distracted.</p> <p>Does not reach consensus with the group.</p>
Reading Comprehension	<p>Demonstrates exceptional comprehension by making multiple, accurate references to specific parts of the text to answer questions, to state the main/central ideas, and/or to provide supporting details.</p>	<p>Demonstrates comprehension by making accurate references to the text to answer questions, to state the main/central ideas, and/or to provide supporting details. <i>R-10-4.1-3 (Literary Text), R-10-7.2</i></p>	<p>Demonstrates limited comprehension by making few references to the text.</p>	<p>Demonstrates no comprehension with no references to the text.</p>