Student Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Collaborative Discussion Rubric**

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|  | **Proficient with Distinction** | **Proficient** | **Partially Proficient** | **Not Proficient** |
| **Preparation/Textual or Document References** | Prepared with all required text, handouts/assignments, reading notes/observations, questions, or evidence of research, including examples from prior readings or discussions.  Student clearly refers to several specific examples or evidence from text/documents/reading in either preparation or discussion.  Information is well-organized. | Mostly prepared with required text, handouts/assignments, reading notes/observations, questions, or evidence of research.  Student refers to specific examples or evidence from text/documents/reading in either preparation or discussion.  Information is organized. | Somewhat prepared with the required texts, handouts/assignments, reading notes/observations, questions, or evidence of research.  Student may have prepared, but lacks thoroughness of understanding; relies mostly on opinion. | Lacks preparation and documentation, or no sources of information given.  Student relies purely on opinion or prior knowledge (rather than the textual evidence). |
| **Quality of Comments** | Timely and appropriate comments that are thoughtful and reflective.  Responds respectfully to other students’ remarks.  Provokes questions or comments from the group.  Relates the discussion to broader themes or larger ideas.  Group dynamic and level of discussion are often better because of student’s presence. | Most comments or questions are appropriate and reflect some thoughtfulness.  Leads to other questions or remarks from student and/or others.  Poses questions that relate the discussion to broader themes or larger ideas. | Offers comments when directly questioned.  Only some comments or questions are appropriate or relevant.  Restates questions or points previously raised, adds little to the discussion, and/or comments lack depth.  Does not lead to other comments from other students. | Comments are non-existent, inappropriate, or irrelevant. |
| **Active Listening** | Listens to others throughout the whole discussion.  Consistently responds to the comments of others.  Consistently builds off ideas of others.  Takes detailed notes during discussion, or through an exit ticket, is able to thoroughly summarize the main points of the discussion.  Posture, demeanor, and behavior clearly demonstrate respect and attentiveness to others. | Listens to others most of the time.  Often responds to the comments of others.  Often builds off ideas of others.  Takes notes during discussion, or through an exit ticket, is able to summarize the main points of the discussion.  Posture, demeanor, and behavior clearly demonstrate respect and attentiveness to others. | Listens to others some of the time.  Loses continuity of the discussion; responses are not always relevant.  Drifts in and out of discussion, listening to some remarks while clearly ignoring others.  Posture, demeanor, and behavior occasionally demonstrate respect and attentiveness to others. | Does not listen to others.  Does not respond to discussion; or responses are not relevant.  Often interrupts when others speak.  Does not consider what others are saying.  May not be open to ideas of others.  No way to know whether listening or not because of lack of participation. |

\*Any rows of the above rubric may be used, combined, or deleted, depending on the assessment criteria.