

## Sample Rubric for Group Discussion

	<b>Participation</b>	<b>Active Listening</b>	<b>Respect for Others in the Group</b>
<b>4</b>	<p><b><i>Perceptive, Insightful</i></b></p> <p><i>Intent/Purpose</i> - insightful comments advance and stimulate discussion; fresh perspectives given; some evidence of differing perspectives being discussed; occasionally, suggestions of proposals analyzed</p> <p><i>Assignment Focus</i> - a clear understanding of assignment evident; effective approach used to complete assignment thoroughly</p> <p><i>Social Structure</i> - work harmoniously together; members interject politely; members disagree tactfully</p> <p><i>Language</i> - precise, clear language enhances mutual understanding of discussion issues</p>	<p><b><i>Interested, Involved</i></b></p> <p><i>Ideas</i> - when necessary, members paraphrase what others have said to confirm or clarify understanding and allow for corrective feedback; probing questions asked of others</p> <p><i>Social Structure</i> - verbal and nonverbal communication of others appropriately acknowledged and built upon</p> <p><i>Nonverbal</i> - effective gestures or body language used effectively and deliberately to respond to, and sometimes shape, communication with others</p>	<p><b><i>Considerate, Courteous</i></b></p> <p><i>Ideas of Others</i> - ideas and opinions of others acknowledged and understanding is sought and valued</p> <p><i>Expression of Ideas</i> - opinions and positions of all members confidently expressed without affecting group morale or cohesiveness</p> <p><i>Differences</i> - diverse opinions expected and sought out; differences clarified and areas of common understanding pursued</p>
<b>3</b>	<p><b><i>Thoughtful, Methodical</i></b></p> <p><i>Intent/Purpose</i> - comments easy to follow and advance discussion; information beyond personal opinion shared, such as examples from other students, parents, teachers, magazines, books, or TV shows</p> <p><i>Assignment Focus</i> - clear understanding of assignment demonstrated; appropriate approach used to complete assignment substantially</p> <p><i>Social Structure</i> - comfortable working together, take turns, listen while others speak, offer recognition to others; most members interject politely and disagree tactfully</p> <p><i>Language</i> - appropriate, accurate language promotes understanding</p>	<p><b><i>Focused</i></b></p> <p><i>Ideas</i> - respond verbally to ideas of others; may ask for clarification or summarize comments to ensure comprehension</p> <p><i>Social Structure</i> - verbal and nonverbal communication of others occasionally acknowledged</p> <p><i>Nonverbal</i> - effective gestures and body language used for effect (e.g., smiling or nodding encouragingly, gestures for emphasis)</p>	<p><b><i>Aware, Tactful</i></b></p> <p><i>Ideas of Others</i> - interest and curiosity in ideas of others demonstrated</p> <p><i>Expression of Ideas</i> - opinions communicated without passing judgement (e.g., using "I" versus "you" messages); discussions facilitated and extended, persevering beyond initial impressions</p> <p><i>Differences</i> - differences that arise are resolved or accepted tactfully/peacefully</p>

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<p><b>2</b></p>	<p><b><i>On Topic, Mechanical</i></b></p> <p><i>Intent/Purpose</i> - comments make sense and are relevant to the discussion; personal opinions shared with some supporting information</p> <p><i>Assignment Focus</i> - mechanical understanding of assignment demonstrated; inquiry sustained until sufficient work done in students' opinion</p> <p><i>Social Structure</i> - follow basic rules in conversing with others, take turns, usually listen while others speak, sometimes offer recognition to others, usually willing to accept group decisions</p> <p><i>Language</i> - familiar language used with few embellishments; complex or unfamiliar ideas lack clarity; members speak clearly using appropriate volume</p>	<p><b><i>Attentive</i></b></p> <p><i>Ideas</i> - ideas of others acknowledged by gesture or phrase; occasionally members repeat the ideas of others to acknowledge or indicate support</p> <p><i>Social Structure</i> - verbal and nonverbal communication of others occasionally acknowledged</p> <p><i>Nonverbal</i> - effective gestures and body language used for emphasis, to show support or to get attention (e.g., students move into close proximity as group works)</p>	<p><b><i>Limited Regard</i></b></p> <p><i>Ideas of Others</i> - minimal response to ideas of others</p> <p><i>Expressions of Ideas</i> - some attention paid to the consequences of speech or actions on others; at times, taking turns or accepting suggestions from others difficult</p> <p><i>Differences</i> - differences that arise are sometimes ignored, sometimes acknowledged but usually left without resolution</p>
<p><b>1</b></p>	<p><b><i>Sporadic, Weak</i></b></p> <p><i>Intent/Purpose</i> - comments may address the assignment, however this connection or relevance is not obvious; comments may inhibit discussion or promote digression; personal opinions shared</p> <p><i>Assignment Focus</i> - limited understanding of or indifference to assignment is evident; may be unable to sustain inquiry to adequately fulfill the assignment, or lack understanding of the amount of work required adequately to address assignment</p> <p><i>Social Structure</i> - members may withdraw and/or allow the group to become disorganized or unfocused; logic and sequence of the discussion may be hard to understand; ideas are repeated; debating or arguing may occur without developing the issue</p> <p><i>Language</i> - simplistic language used; elaboration, explanation, clarification of ideas absent; some words not spoken clearly but meaning evident in context</p>	<p><b><i>Weak, Inconsistent</i></b></p> <p><i>Ideas</i> - feedback may be offered only if requested; difficulty in responding to questions may be experienced</p> <p><i>Social Structure</i> - passive involvement, or speakers often interrupted</p> <p><i>Nonverbal</i> - effective use of gestures or body language is minimal or nonexistent suggesting indifference, boredom, or lack of involvement; ineffective or annoying gestures or body language may be displayed at times</p>	<p><b><i>Indifferent, Unaware</i></b></p> <p><i>Ideas of Others</i> - contributions neither acknowledged nor response given</p> <p><i>Expression of Ideas</i> - little or no attention paid to the consequences of speech or action on others</p> <p><i>Differences</i> - differences often suppressed or ignored; sometimes give rise to arguments</p>