

Figure 1.1

## RUBRIC FOR STUDENT-LED DISCUSSIONS

Descriptor	Beginning	Developing	Arriving
<b>Time Allocation</b> (Grades K-2)	<ul style="list-style-type: none"> <li>Students are given opportunities to turn and talk with lots of teacher direction.</li> <li>Amount of time for students to discuss ranges from two to five minutes.</li> </ul>	<ul style="list-style-type: none"> <li>Students are given several opportunities to talk in pairs and triads at least daily with assistance from teacher.</li> <li>Some opportunities go beyond short turn-and-talk conversations.</li> <li>Amount of time for students to discuss ranges from two to ten minutes.</li> </ul>	<ul style="list-style-type: none"> <li>Students talk in pairs and triads.</li> <li>Conversations extend beyond quick turn-and-talk conversation to partner chats, small group, student-led discussions as part of the classroom culture.</li> <li>Amount of time for students to discuss ranges from two to fifteen minutes.</li> </ul>
<b>Time Allocation</b> (Grades 3-12)	<ul style="list-style-type: none"> <li>Each student-led discussion cycle takes about one to three weeks.</li> <li>One or two student-led discussions occur within the school year.</li> <li>Amount of time for students to discuss ranges from ten to thirty minutes.</li> </ul>	<ul style="list-style-type: none"> <li>Discussion cycles take one to three weeks.</li> <li>Number of discussion cycles increases as teacher and students increase knowledge and confidence.</li> <li>Amount of time for students to discuss ranges from fifteen to twenty minutes.</li> </ul>	<ul style="list-style-type: none"> <li>Length of unit of study varies depending on text length and complexity but does not extend beyond three weeks.</li> <li>Student-led discussions occur multiple times during the year depending on schedule; groups either meet one to two times per week or multiple times during the unit of study.</li> <li>Amount of time for students to discuss ranges from fifteen to thirty minutes.</li> </ul>
<b>Text Selection</b>	<ul style="list-style-type: none"> <li>Whole class reads the same text.</li> <li>The teacher chooses the text.</li> </ul>	<ul style="list-style-type: none"> <li>Whole class may read the same anchor text, then teacher provides book talks for students to choose one of three other texts to discuss in groups.</li> <li>The teacher chooses the text based on books students may like to read.</li> </ul>	<ul style="list-style-type: none"> <li>Various books are offered based on interest and different readability levels.</li> <li>Students or teacher may give book talks to introduce texts to class.</li> <li>Text choices are clustered by similar themes.</li> </ul>

# REPRODUCIBLE

Descriptor	Beginning	Developing	Arriving
<b>Focus Lessons</b>	<ul style="list-style-type: none"> <li>Focus lesson is about how groups should function.</li> <li>Focus lessons are randomly taught without a planned scope or sequence.</li> </ul>	<ul style="list-style-type: none"> <li>Focus lessons include mostly content and minimal teaching of communication skills.</li> <li>Focus lessons include a clear sequence, but scope lacks incremental lessons building on skills.</li> </ul>	<ul style="list-style-type: none"> <li>Focus lessons include both content and communication skills.</li> <li>Multiple focus lessons are clustered to teach specific skills growing in complexity, aligned to ELA standards and delivered in consecutive periods.</li> </ul>
<b>Preparing for Discussion</b>	<ul style="list-style-type: none"> <li>Students read independently or with support.</li> <li>Teacher provides some questions and the initial prompt to get discussion started.</li> <li>As students read, they prepare two to three questions for discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Students read independently or with support.</li> <li>As students read, they inconsistently apply strategies, take notes, and prepare questions relying on visual cues posted in classroom.</li> </ul>	<ul style="list-style-type: none"> <li>Students read independently or with support.</li> <li>As students read, they consistently apply strategies, take notes, and prepare questions without relying on visual cues.</li> </ul>
<b>Discussion</b>	<ul style="list-style-type: none"> <li>Students take turns speaking and rely on the teacher's input to guide their next steps.</li> <li>Students may be assigned roles to better understand the process.</li> <li>Conversations sometime stall or go off-topic without self-correcting.</li> </ul>	<ul style="list-style-type: none"> <li>Group discussion flows with an identified student facilitator.</li> <li>Students assume roles with inconsistent effectiveness.</li> <li>Conversation flows and strategies are applied with inconsistent results.</li> </ul>	<ul style="list-style-type: none"> <li>All group members share in responsibility for keeping the discussion going.</li> <li>Group members change roles based on need.</li> <li>Conversation flows and strategies are applied with fairly consistent results.</li> </ul>
<b>Written Response and Reflection</b>	<ul style="list-style-type: none"> <li>Little or no writing in response to reading or discussion is occurring.</li> <li>Writing tasks have not been planned when developing the lesson.</li> <li>Some students are applying rituals and routines for writing tasks.</li> </ul>	<ul style="list-style-type: none"> <li>Writing in response to reading or discussion occurs sporadically or without purposeful plans.</li> <li>Writing tasks are randomly planned without clearly aligning to the focus lesson or learning target.</li> <li>Rituals and routines for the writing tasks are beginning for most students, but they rely on the teacher for prompts and direction.</li> </ul>	<ul style="list-style-type: none"> <li>Writing in response to reading or discussion happens regularly.</li> <li>The teacher plans writing tasks and the tasks have a purpose linked to a focus lesson or learning target.</li> <li>Rituals and routines for the writing tasks are well established and students are able to assume responsibilities with minimal teacher assistance.</li> </ul>

## R E P R O D U C I B L E

Descriptor	Beginning	Developing	Arriving
<b>Feedback</b>	<ul style="list-style-type: none"> <li>• The teacher gives minimal group or individual feedback.</li> <li>• Students have not been taught or they do not use assessment to self-evaluate their individual and group effectiveness.</li> </ul>	<ul style="list-style-type: none"> <li>• Irregular group or individual feedback by the teacher is given and does not link to learning targets or previous feedback.</li> <li>• Students have been taught but do not regularly apply the use of assessment to self-evaluate their individual and group effectiveness.</li> </ul>	<ul style="list-style-type: none"> <li>• Groups and individuals receive regular feedback by the teacher linked to learning targets, previous feedback, or both.</li> <li>• Students have been taught and regularly apply the use of assessment to self-evaluate their individual and group effectiveness.</li> </ul>

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