

Figure 6.5

**RUBRIC OF CORE SKILLS USED IN DISCUSSIONS**

<b>Core Skills</b>	<b>Developing</b>	<b>Approaching</b>	<b>Arriving</b>
<b>Demonstrates independence and effective group behaviors</b>	Has read the text and taken some notes with minimal organization	Has read text, taken notes, and generated some questions for discussion	Has read text, taken notes and organized them for quick access, and generated higher-level questions to propel discussion
	Comes prepared and sometimes contributes to discussion	Comes prepared and often contributes to discussion	Comes prepared and contributes greatly in a variety of ways to keep discussion flowing effectively
	Participation is not equally distributed as a speaker and listener; focuses on own contributions	Participation is fairly equally distributed as a speaker and listener	Treats others respectfully, shares talking time with others, and often draws other members into discussion
<b>Builds strong content knowledge</b>	Explores vocabulary but may not apply terms accurately	Inconsistently uses grade-level vocabulary	Consistently and accurately applies grade-level vocabulary
	Understands concepts	Understands grade-level concepts and applies them during discussion	Understands grade-level concepts and applies them in novel ways
	Beginning to ask questions but often doesn't ask them to extend discussion; sticks to initial perspective without changing after new ideas are generated	Asks questions, shares ideas, beginning to share new thinking when other ideas are offered; beginning to help others understand important concepts	Discusses ideas, questions others, negotiates meaning, clarifies and verbalizes new understanding, and makes ideas comprehensible to partners

<b>Uses and adapts communication</b>	Listens and connects to others with statements like, “I agree” or “I disagree” without further elaboration	Repeats what someone else says verbatim to highlight a point	Paraphrases to clarify, explain, or stay focused
	Uses short, brief sentences to make a point	When speaking, takes either a long time to make a point or there isn’t enough of an explanation for members to see connection to topic	Speaks clearly and offers strong connections to topic; presents in an organized, concise, and interesting way
	Connections are made but not at the right time; reverts back to something said much earlier that causes discussion to go back to previous subtopic	Provides many ideas and talks often, but sometimes deviates from topic in order to speak	Often introduces a connecting subtopic which builds support for the subject; remains on topic
<b>Elaborates and asks others to expand on their ideas</b>	As a speaker: Shares a general, complex, muddy, or abstract topic without much detail	Uses examples and some evidence from the text to explain ideas	Thoroughly and concisely explains ideas related to the topic with clarity through the use of strong connections, examples, analogies, textual evidence, or all of the above
	As a listener: Occasionally asks others to elaborate by saying, “Tell me more.”	Randomly asks speaker to elaborate on specific point that needs clarification, “Can you elaborate on . . .?”	Asks the speaker to elaborate on key point that moves the conversation deeper, “Can you elaborate on the reasons why . . .?”

**REPRODUCIBLE**

<b>Cites evidence to support claims</b>	Usually reads cited information directly from text or notes	Paraphrases and uses quotes accurately but may not add depth to conversation	Uses quotes as well as paraphrasing to cite textual evidence at appropriate times to add value to conversation and extend understanding
	Begins to challenge ideas but may not question evidence or questions evidence without judging its credibility	Challenges ideas	Appropriately judges examples of others and challenges ideas or evidence that do not provide strong, valid support
<b>Synthesizes key points</b>	May state both important as well as unimportant ideas to summarize ideas but doesn't add new thinking	Lists ideas talked about, provides a summary statement that includes ideas from multiple sources and new thinking	Remembers, highlights, and synthesizes key ideas from multiple sources used throughout the discussion and synthesizes comments, claims, and evidence made on all sides of an issue or topic in novel ways

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