

Figure 1.1

RUBRIC FOR STUDENT-LED DISCUSSIONS

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

REPRODUCIBLE

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

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

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