

# Student-Led Discussion Rubric/Checklist

Observer: \_\_\_\_\_

Date: \_\_\_\_\_

Person Being Observed: \_\_\_\_\_

## RESPECTFUL, PROFESSIONAL CONDUCT

How would you rate the group member's conduct?

1. Extremely professional and respectful—in addition to being on task, this person modeled *exceptionally* supportive or kind behavior that allowed other people to participate and learn. For example, this person may have politely invited a quiet person to take a turn or a dominant person to share "airtime."
2. Professional and respectful—this person modeled on-task, supportive, and kind behavior.
3. Professional and respectful at times—this person modeled on-task, supportive, and kind behavior most of the time with a couple of slip-ups (side conversations, interruptions, etc.).
4. Unprofessional or disrespectful—this person made it hard for others to learn due to his or her off-task behavior, interruptions, negativity, or dominance over the discussion.

## PARTICIPATION

During how much of the discussion did the group member comment, look for evidence in the text, or use hand signals or body language to show listening?

- The whole time
- For most of the discussion
- For some of the discussion
- Rarely during the discussion
- Never/not at all

Did the individual dominate the discussion or not share airtime?

- Not at all
- Sometimes
- Yes

## TEXT-BASED/SUPPORTED WITH EVIDENCE

How often did the individual use evidence from the text to support comments?

- Every time/almost every time
- Often
- Rarely: relied more on opinion than text
- Never: relied completely on opinion

## DEPTH OF INTERPRETATION

Choose the word that best describes the individual's understanding of the text based on his or her analysis. Did this person infer/make connections?

Did this person draw conclusions/make judgments?

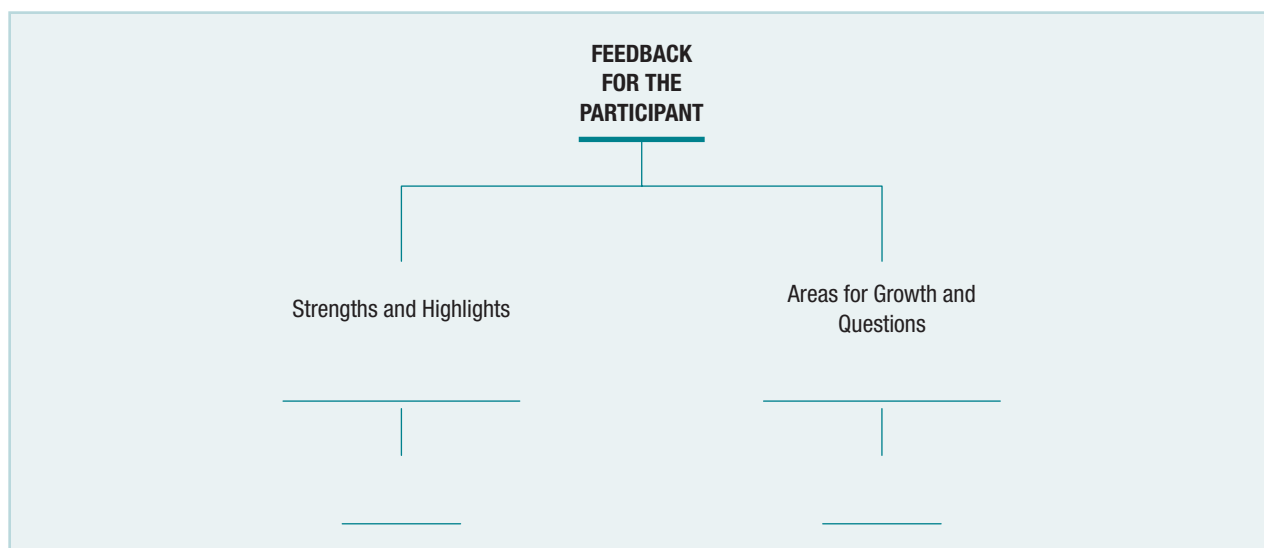
- **Profound (“totally gets the message”)**—this person made *illuminating* comments that lifted up the whole discussion. This person helped others get to an “aha!” moment or connected ideas in a way no one thought of before. This person used signposts, literary knowledge, and knowledge of humankind to get the deepest meaning from the story.
- **Perceptive (“gets the message”)**—this person made comments that helped the group make sense of the text and added clear insights to the discussion. The person grasps the story’s meaning and can explain its signposts clearly.
- **Basic (“kind of gets the message”)**—this person made comments that were not deep (e.g., “I agree” with no extension) or a simple rehash of what others already

logically argued about the story’s meaning and the signposts before.

- **Literal (“missed the message”)**—this person took the story literally and totally missed the deeper meaning. This person ignored the signposts.
- **N/A**—It’s hard to know because the individual rarely participated.

How often did the individual build on or extend the conversation with comments or questions that followed up on another group member’s statements?

- **Often**—this person engaged with, questioned, and responded to comments of others.
- **Sometimes**—this person did behaviors like this some of the time.
- **Rarely**—this person was in his or her “own world,” not building.



Source: Adapted from the Harkness Method. See Shapiro, S. (2001). What is the “Harkness Method”? *Strategies for Classroom Dialogue*. Retrieved from <https://katherinecadwell.wordpress.com/what-is-the-harkness-method/>

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