

## Discussion Rubric

	Superb	Excellent	Competent	Developing	Weak
Ideas	Student articulates the ideas of the reading(s) in an organized fashion and demonstrates an understanding of how it fits into material already covered	Student articulates the basic ideas of the reading(s) in an organized fashion; may have reading notes or outlines of the readings	Student is able to articulate what she/he has drawn from the material; may have reading notes	Student asks questions or makes statements that demonstrates she/he has tried to read the material, but has not spent enough time to understand it	Student does not raise questions about the material
Reading	Student has understood the assigned reading so well that he/she can draw out ideas from other students	Student asks questions or makes statements that demonstrate that she/he has read the assignment and integrated the material	Student asks questions or makes statements that demonstrate she/he has understood the assignment	Student follows the discussion without joining	Student falls asleep or does not attend class
Engagement	Student presents a lively demeanor, follows or leads the discussion, presents useful ideas and finds ways to encourage the participation and engagement of others	Student presents a lively demeanor, follows the discussion, presents useful ideas	Student follows the discussion and actively tries to join	Student speaks too long or does not share the floor well	Student interrupts or talks over other students
Vocabulary	Student understands new vocabulary and uses it correctly	Student understands new vocabulary and uses it correctly	Student understands the vocabulary but cannot yet use it actively or comfortably	Student is having difficulty with vocabulary	Student does not grasp major vocabulary or ideas
Connections	Student is able to bring in examples from not just the assigned reading, but prior reading as well	Student is able to bring in examples from the reading appropriately	Student attempts to bring in examples from the reading	Student does not use examples from the reading	Student asks off-topic questions
Debate	Student articulates agreement or disagreement with an idea and engages with others holding a different stance in a positive manner	Student articulates agreement or disagreement with an idea, and can articulate the opposite position as well	Student articulates agreement or disagreement with an idea, and outlines reasons for that position	Student articulates agreement or disagreement with an idea, but cannot articulate why	Student attacks not an idea but the person proposing it

Rubric developed by Prof. Vika Gardner, Dept. Religious Studies, Allegheny College

Based on ideas from Stevens, Dannelle D., and Antonia J. Levi. *Introduction to Rubrics: An Assessment Tool to Save Grading Time, Convey Effective Feedback and Promote Student Learning*. Sterling, VA: Stylus, 2005



This work is licensed under a Creative Commons Attribution-Share Alike 3.0 License