

HSLPS Student-to-Student Interaction and Discussion Rubric

	Level 3	Level 2	Level 1	Level 0
QUALITY OF INQUIRY	<ul style="list-style-type: none"> Formulates and answers complex, open-ended questions Questions and answers are not only content-aligned, but demonstrate understanding across the topic, unit, or discipline Makes connections to substantial outside information when applicable Ideas thoroughly address the central topic or question, as well as related concepts 	<ul style="list-style-type: none"> Asks and answers closed-ended questions and some open-ended questions Answers and asks content-aligned questions some of the time Makes connections to outside information when applicable Ideas address the central topic or question, but only superficially. Most ideas concentrate on related concepts. 	<ul style="list-style-type: none"> Questions and answers are brief, close-ended, or one word. Questions and answers are rarely content-aligned Does not make connections to outside information The discussion dwells solely on related concepts and never addresses the central topic or question. 	<ul style="list-style-type: none"> Ideas and questions presented are off-topic Never shares ideas nor asks questions
SUPPORTS IDEAS WITH EVIDENCE	<ul style="list-style-type: none"> Richly supports the topic or problem with many relevant facts, examples, and details Thoroughly interprets and analyzes the texts Correctly incorporates substantial reference to texts (including graphs and charts) 	<ul style="list-style-type: none"> Includes some facts and details Evidence is more descriptive than analytical Attempts to reference texts, graphs, and charts correctly 	<ul style="list-style-type: none"> Minimal facts and details Unfounded opinions form the basis for most ideas Only paraphrase from the text Includes references to texts, graphs, and charts inaccurately Supports ideas with general information only 	<ul style="list-style-type: none"> Does not attempt to support ideas at all Offers false and/or inaccurate information only
INTERACTION	<ul style="list-style-type: none"> Invites others into the discussion Summarizes what has been said so far and moves on to the next idea Disagrees with ideas, not people/ expresses disagreement positively with substantial evidence 	<ul style="list-style-type: none"> Inconsistent in inviting students to participate Occasionally summarizes and moves on to the next idea Participates offering differing opinions, but often without substance 	<ul style="list-style-type: none"> Interrupts with irrelevant information Not participating/withdrawn Off-topic/Not following flow of conversation Personal attack/Not relevant to argument 	<ul style="list-style-type: none"> Takes a combative stance aggressively shutting out other's ideas Explicitly attempts to exclude others from the discussion
ACTIVE LISTENING	<ul style="list-style-type: none"> Summarizes and builds on peers' ideas Maintains respectful and appropriate body language Fully focused, animated, engaged Clarifies other students' ideas 	<ul style="list-style-type: none"> Summarizes ideas Maintains focus some of the time Body language conveys engagement at times 	<ul style="list-style-type: none"> No questions or comments Inability to maintain focus for the duration of the task Disengaged (e.g. head down, lack of eye contact) Distracts others 	<ul style="list-style-type: none"> Engages in other off-topic activity Sleeps
ACADEMIC LANGUAGE	<ul style="list-style-type: none"> Student is familiar and comfortable using subject specific terms, formulas/symbols, and higher level, interdisciplinary vocabulary Uses multiple, linked, complete sentences 	<ul style="list-style-type: none"> Students attempt to use some subject specific terms and higher level vocabulary, but not always correctly Inconsistently uses complete sentences 	<ul style="list-style-type: none"> Use colloquial, informal, and/or inappropriate language Uses single word or phrases 	<ul style="list-style-type: none"> Unable to present a coherent idea

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