

RUBRIC BANK

Items Which Might Be Useful in Developing Your Own Rubric for a Discussion Lesson

Criteria	Level I	Level II	Level III	Level IV
Ability to Compromise	<ul style="list-style-type: none"> An effort at finding a compromising solution is totally lacking. There is an adamant refusal to talk. There is no settlement, and the negotiating process is completely ignored. 	<ul style="list-style-type: none"> A movement towards some sort of a compromise solution is made but not with ease. A willingness is shown by making only a miniscule settlement and negotiating halfheartedly. 	<ul style="list-style-type: none"> There is a willingness to make a compromise. There is always movement towards agreeable settlements and negotiations. 	<ul style="list-style-type: none"> There is a consistent willingness to compromise and create a viable solution. There is rapid movement to make intelligent settlements and friendly negotiations.
Ability to Impress Others	<ul style="list-style-type: none"> An inadequate, if any, attempt is made to touch, sway, and influence. There is no excitement or promotion of any enthusiasm that is essential to comprehension. There is a failure to leave a trace on the mind and memory. 	<ul style="list-style-type: none"> A meager attempt is made to touch, sway, and influence. There is a limited amount of excitement and promotion of enthusiasm that is essential to comprehension. There is only a partial impression on the mind and memory. 	<ul style="list-style-type: none"> An adequate attempt is made to touch, sway, and influence. There is a substantial amount of excitement and promotion of enthusiasm that is essential to comprehension. An imprint is left on the mind and memory. 	<ul style="list-style-type: none"> A successful attempt is made to touch, sway, and influence. There is a large degree of excitement and promotion of enthusiasm that is essential to comprehension. A lasting mark is left on the mind and memory.
Accuracy	<ul style="list-style-type: none"> The information is vague and unclear. There is a complete lack of exactness and precision, indicating the text was not understood. 	<ul style="list-style-type: none"> A moderate number of facts are stated to prove the accuracy of the text. Meager amounts of exact and precise information are given. 	<ul style="list-style-type: none"> The text is supported with accurate facts and quotes. To a large degree, precise and exact information reflects comprehension. 	<ul style="list-style-type: none"> A variety of quotes, facts, and references are made to prove accuracy of the text. The work is precise, exact, and perfectly understood.
Addresses Key Issues Effectively	<ul style="list-style-type: none"> A minimal number or no key issues are presented. Accordingly, none of the important points are presented during speech. 	<ul style="list-style-type: none"> A moderate number of key issues is presented. Of those, some are punched during the speech. 	<ul style="list-style-type: none"> The key issues are addressed. The speaker emphasizes points as highlights during the speech. 	<ul style="list-style-type: none"> The major and minor key issues are presented. The speaker varies the intensity when stressing the points that are relevant.

<p>Analysis</p>	<ul style="list-style-type: none"> • The topic is not examined and properly studied. • The complex whole is not divided into separate, logical parts. • Discoveries of its singular qualities, causes, effects, and motives that determine its true nature have not been addressed. 	<ul style="list-style-type: none"> • A fair attempt to study and examine the topic is made. • The complex whole is partially divided into separate parts. • Some discoveries of its singular qualities, causes, effects, and motives that determine its true nature are made. 	<ul style="list-style-type: none"> • The topic is examined and studied. • The complex whole is divided into separate parts. • Discoveries of its singular qualities, causes, effects, and motives that determine its true nature are evident. 	<ul style="list-style-type: none"> • The topic is thoroughly examined and studied. • The complex whole is divided and subdivided into separate parts. • Discoveries of its singular qualities, causes, effects, and motives that determine its true nature are revealed in depth.
<p>Asks Quality Questions</p>	<ul style="list-style-type: none"> • While engaged in group discussion, few to no questions are posed for further clarification. • If a question is posed at all, it is off the mark or is used to clarify something that was clearly stated. 	<ul style="list-style-type: none"> • While engaged in group discussion, one or two questions are posed for further clarification. • When the question is posed, it is used to clarify a superficial statement or touches upon higher-level thinking. 	<ul style="list-style-type: none"> • While engaged in group discussion, questions are posed that request deeper clarification. • The questions provoke a discussion of higher-level thinking. 	<ul style="list-style-type: none"> • While engaged in group discussion, the questions posed require deep clarification. • The questions are at such a high level of thinking that they often leave the group to ponder further research.
<p>Clarity of Written Text</p>	<ul style="list-style-type: none"> • The writing is difficult to comprehend and is wholly inadequate for what the writer is trying to express. • The text is difficult to read and very vague. 	<ul style="list-style-type: none"> • The writing is slightly muddled, lacking a clear use of words. • The reader has some difficulty following the text. 	<ul style="list-style-type: none"> • The writing is reasonably clear as most thoughts are described in a complete manner. • Nearly all of the text is comprehended with ease. 	<ul style="list-style-type: none"> • The writing is superb and crystal-clear; each word accurately describes the thoughts and intentions of the author. • The text is easy to follow and understand.

<p>Content</p>	<ul style="list-style-type: none"> • Incorrect, little, or no information is relevant to the topic. • There is unclear or insufficient focus. • A poor attempt at including any research is evident. 	<ul style="list-style-type: none"> • Only a brief and marginal amount of information is relevant to the topic. • Some idea of the direction of the content or the story has been presented. • A marginal amount of research is evident in portions of the work. 	<ul style="list-style-type: none"> • A sufficient amount of content is covered. • The focus is a good one, and the reader/viewer has a clear concept of the direction. • An adequate amount of research is evident throughout. 	<ul style="list-style-type: none"> • There is expansive coverage of information that provides various resources and views. • A strong, clear focus is easily understood. • An extensive amount of research is documented and displayed throughout.
<p>Cooperation/ Collaboration</p>	<ul style="list-style-type: none"> • No attempt is made to cooperate with other members of the group; the participation is minimal. • The participation is usually done grudgingly and, overall, contact with others is avoided. 	<ul style="list-style-type: none"> • A meager attempt is made at working with other members of the group. • Great vacillation is shown; one day there is participation and another day there is none. 	<ul style="list-style-type: none"> • There is participation in the group to the degree that others can count on this person's ideas and information. • Cooperation and sensitivity are displayed in helping others. • There is active participation while finishing assigned tasks. 	<ul style="list-style-type: none"> • The participation level is high; there is a contribution of a variety of information. • There is active participation displayed by exerting leadership and keeping the group focused.
<p>Critical Thinking</p>	<ul style="list-style-type: none"> • The judgments are not rendered accurately and are not based on making good comparisons. • There is a failure to evaluate fairly. • Perception is deficient. 	<ul style="list-style-type: none"> • The judgments rendered attempt to be based on making good comparisons. • Evaluation is made with a moderate amount of logic. • A modest amount of perception is apparent. 	<ul style="list-style-type: none"> • The judgments rendered are accurately based on good comparisons. • Evaluation is made fairly. • A sense of perception is apparent. 	<ul style="list-style-type: none"> • The judgments rendered are superb and are accurately based on making detailed comparisons. • Evaluation is made with extreme fairness. • A keen sense of perception is apparent.

<p>Describes the Problem</p>	<ul style="list-style-type: none"> • The information does not reflect the dispute, the question at hand, or the point at issue. • The information is deficient in describing the problem. • There is a lack of detail to explain the problem. 	<ul style="list-style-type: none"> • The information briefly reflects the dispute, the question at hand, or the point at issue. • The information is incomplete and barely describes the problem. • The inquiry is partially detailed to explain the problem. 	<ul style="list-style-type: none"> • The information reflects the dispute, the question at hand, or the point at issue. • Information is accurate and describes the problem. • The inquiry is fairly detailed to explain the problem. 	<ul style="list-style-type: none"> • The information superbly reflects the dispute, the question at hand, or the point at issue. • Information is highly accurate and describes the problem. • The inquiry is precisely detailed and delineated to explain the problem.
<p>Detail</p>	<ul style="list-style-type: none"> • Little to no detail is used. • The work leaves the reader unclear as to what the author is trying to express. 	<ul style="list-style-type: none"> • Sparse amounts of detail are integrated in the text. • The reader is left with a superficial understanding of the content. 	<ul style="list-style-type: none"> • Frequent use of detail is used to support the images of the text. • Details add a solid base for understanding the text. 	<ul style="list-style-type: none"> • Outstanding use of detail brings great depth and breadth to the material. • The details bring the text to life.
<p>Evaluation</p>	<ul style="list-style-type: none"> • There is judgment and/or estimation using unsound methods. • Accuracy in estimates and appraisals is missing. • There is a failure to rate information using any logical method and to place values. 	<ul style="list-style-type: none"> • There is judgment and/or estimation within passable or modest bounds. • There is a basic level of accuracy in estimates and appraisals. • Evidence of placing values is sparse, and partial rating information uses limited methods. 	<ul style="list-style-type: none"> • There is judgment and/or estimation within reasonable bounds. • There is accuracy in estimates and appraisals. • There is evidence of placing values, and rating information uses prescribed methods. 	<ul style="list-style-type: none"> • There is extensive judgment and/or estimation. • There is outstanding accuracy in estimates and appraisals. • There is evidence of placing values, and rating information uses sophisticated methods.
<p>Grammar/Syntax</p>	<ul style="list-style-type: none"> • There is an absence of acceptable grammar use, and there are fragments or run-on sentences. • There is insufficient paragraphing, and the work is haphazardly organized. 	<ul style="list-style-type: none"> • There is a limited awareness and use of acceptable grammar; some correct sentence structure is used. • There is a fair attempt at making paragraphs. 	<ul style="list-style-type: none"> • There is an adequate use of acceptable grammar. • Proper sentence structure and paragraphing are used and executed nicely. 	<ul style="list-style-type: none"> • Grammar, syntax, and usage are noteworthy; both simple and complex sentences are used. • Excellent paragraph skills are used throughout.

<p>Highlights Essential Points Covered (Text)</p>	<ul style="list-style-type: none"> • Essential points and highlights are completely missing. • The text is unmarked; no effort was made to make the text comprehensible. • The essential items remain undisclosed in the text. 	<ul style="list-style-type: none"> • A small portion of the essential points is highlighted. • What was pinpointed makes a small portion of the text comprehensible. • Few of the vital items of the text are emphasized in a visible fashion. 	<ul style="list-style-type: none"> • Most of the essential points are highlighted, clearly marked, and in evidence. • The text is rendered understandable at first glance through the highlighting. • The vital items of the text are competently emphasized in a visible fashion. 	<ul style="list-style-type: none"> • Every essential point that is covered in the text is expertly highlighted. • The text is made instantly comprehensible, and all of the major points that make this understanding an easy exercise are presented with clarity and proficiency. • The decisive highlighting stands out and allows the paramount items to be immediately grasped and thoroughly understood.
<p>Knowledge Base</p>	<ul style="list-style-type: none"> • Minimal to no research was done; scholarship is totally lacking. • The work is vague, unclear, and insignificant. • There is an absence of evidence to show a detailed effort and search for information. 	<ul style="list-style-type: none"> • Incomplete and brief research was done; it is just a step beyond being labeled “minimal.” • It reflects a significant amount of information. • A meager effort is made. 	<ul style="list-style-type: none"> • There was an adequate amount of research done that provides pertinent information. • It contains helpful details, is accurate, and presents the reader with substantial scholarship. • It is reflective of a commendable effort. 	<ul style="list-style-type: none"> • There was a remarkable amount of research that shows great depth and breadth of topical area. • It reflects outstanding scholarship, with superb detail and unique information. • The effort made gives the work prominence and makes it distinguished.

<p>Listening Skills</p>	<ul style="list-style-type: none"> • There is an unwillingness to listen to others in the group. • The words seem to simply pass on by, and comprehension is practically nil. • There is an inattentiveness to what is being said; the ability to sit and listen is woefully inadequate. 	<ul style="list-style-type: none"> • Some attempt is made to listen to others, but the student either avoids or interrupts peers. • Attention is given sporadically, which seems to indicate a minimal grasp of the material discussed. • The attention skills wander at times; there is some trouble focusing. 	<ul style="list-style-type: none"> • Listening to others with courtesy is exhibited. • There is a good understanding of most of the material that was being discussed, and there is only a minimal amount of information that escaped full comprehension. • Due to good attention, there is an adequate understanding of material. 	<ul style="list-style-type: none"> • Actively listening to others with attention is demonstrated. • Questions are asked of others for clarification and definition for complete understanding; comprehension is excellent. • There is a respect for others, and full attention is given to what is being said and discussed.
<p>Logical Thought</p>	<ul style="list-style-type: none"> • There is a failure to provide evidence that logical thought was used. • The information is insignificant and unclear, as there is a total lack of organizing thoughts and ideas into any form or categories. • There is little to no supporting evidence. 	<ul style="list-style-type: none"> • A moderate amount of logical thought is presented. • The reader can follow along, even though orderly categories are lacking in the structure. • The information is somewhat scattered. 	<ul style="list-style-type: none"> • A good deal of evidence that logic was used and that ideas were thought out carefully is provided. • The information can be followed with most categories clearly delineated. • There is supporting evidence. 	<ul style="list-style-type: none"> • A superb and noteworthy amount of evidence that logical thought was used is provided. • The information is concise, precise, clear, exact, and followed easily as the general categories are highly detailed. • Supporting details are used throughout.
<p>Mechanics of Writing</p>	<ul style="list-style-type: none"> • Writing is inadequate. • There are wholesale errors in spelling, usage, punctuation, and syntax. • The writing is vague and unclear and makes understanding and comprehension a chore. 	<ul style="list-style-type: none"> • There is an average attempt at writing. • There are several errors in syntax, spelling, usage, and punctuation that detract in a large measure from the work at hand. • The writing is marginal at best; it is difficult to understand. 	<ul style="list-style-type: none"> • Writing is accurate and effective. • There are a few errors in spelling, usage, and punctuation. • Overall, the reader can understand and comprehend the material. 	<ul style="list-style-type: none"> • Writing is outstanding. • There are no or few errors in syntax, spelling, usage, and punctuation. • The work is superbly done and remarkable in clarity and purpose; it fulfills the objective totally.

<p>Objectivity</p>	<ul style="list-style-type: none"> • There is no attempt to be fair. • There is an appearance of bias, and it seems to lack a candid approach. • A bias is obvious, as the work is partial and personal. 	<ul style="list-style-type: none"> • Some fairness is presented. • It attempts to be frank and honest. • Some bias is presented at times. 	<ul style="list-style-type: none"> • The work shows fairness to a large degree. • It is candid, up front, and honest. • It is impartial, impersonal, and unbiased. 	<ul style="list-style-type: none"> • The work presents complete fairness. • Remarkable honesty is displayed. • Total impartiality that is unbiased and impersonal is exhibited.
<p>Opinion</p>	<ul style="list-style-type: none"> • The mark is totally missed; the idea of an opinion is nowhere in evidence. • It is poorly prepared and inadequately thought out. • It shows no understanding of the objective. 	<ul style="list-style-type: none"> • Some material that is indicative of opinion is in evidence. • It is sporadic and sketchy; it needs a great deal of interpretation, because it was not fully prepared. • It is brief and borders on mediocre in terms of the objective. 	<ul style="list-style-type: none"> • It is a decent and supportive presentation; the material follows the opinion in most instances. • There are moments when ideas and thoughts stray, but focus and logic are used. • There is a degree of clarity which meets the objective. 	<ul style="list-style-type: none"> • It is noteworthy for presenting a clear opinion. • It is presented with strength and clear focus; it is evident in all facets of the material presented that everything is logically detailed and concisely organized. • It is, overall, notable work that meets the objective.
<p>Organization</p>	<ul style="list-style-type: none"> • There is a total absence of organization. • Everything is pushed together in a helter-skelter fashion with little or no semblance of order or cohesion; there are clumsy transitions between points. • The end result of this effort is confusion, muddled thoughts, and lack of cohesion. 	<ul style="list-style-type: none"> • Some organization can be detected. • It lacks cohesion; some degree of deciphering is needed to follow the material being presented; a great deal is generalized and lumped together; there are limited transitions between points. • In this instance, the reader must work very hard to understand. 	<ul style="list-style-type: none"> • The organization is competent. • It is accurately stylized, giving the work coherence and making for an effective flow; the material is easily followed; there are good transitions between points. • It is a step-by-step creation that has excellent substance; the reader comes away satisfied and comprehending. 	<ul style="list-style-type: none"> • It is superbly organized. • From the beginning to the end, it is a uniquely creative work that flows together with total coherence; it has excellent transitions between points. • All sections and divisions are brilliantly delineated, with a comprehensive sweep and flow that enable immediate and accurate comprehension of the work.
<p>Persuasive Ability</p>	<ul style="list-style-type: none"> • The work seems to lack a thesis. • The reader or listener is unable to follow the argument or point of view since the thesis was not developed. 	<ul style="list-style-type: none"> • There is minimal evidence of a thesis. • The partial development of the thesis leaves the reader or listener with a limited ability to follow the argument or point of view. 	<ul style="list-style-type: none"> • The thesis is reasonably developed. • The reader or listener can follow the argument or point of view to the extent that the thesis has been developed. 	<ul style="list-style-type: none"> • The thesis is outstanding and highly effective. • The reader or listener easily grasps and understands the argument or point of view of the fully developed thesis.

<p>Problem-Solving Ability</p>	<ul style="list-style-type: none"> • The piece hardly presents a problem that needs to be addressed and bears little or no information. • There are few, if any, points that help resolve the issue. • Little to no explanation is given to support the points. 	<ul style="list-style-type: none"> • The piece briefly presents a problem that needs to be addressed with accurate information. • Few points are made to resolve the issue. • Incomplete explanation is given to support the points. 	<ul style="list-style-type: none"> • The piece presents a problem that needs to be addressed with accurate information. • Points are made to resolve the issue. • Explanation is given to support the points. 	<ul style="list-style-type: none"> • The piece presents a detailed problem that needs to be addressed with highly accurate information. • A wide variety of points is made to resolve the issue. • An in-depth explanation is given to support the points.
<p>Question and Answer Period</p>	<ul style="list-style-type: none"> • The speaker/author fails to answer the questions properly. • The knowledge is lacking to give an adequate answer, and this, in turn, results in a poor performance. 	<ul style="list-style-type: none"> • Some attempt is made to answer questions. • The sparse knowledge base impedes the delivery, even though a modest attempt was made to give answers. 	<ul style="list-style-type: none"> • Questions are answered with supportive statements. • This reveals that an adequate amount of research was done and that the knowledge base was strong. 	<ul style="list-style-type: none"> • Questions are answered with excellent supportive depth and breadth. • Research and knowledge base are both excellent, and the topic was adequately expanded.
<p>Responds to Another Speaker</p>	<ul style="list-style-type: none"> • There is no effort to respond to what the speaker is saying. • There is no recollection of any major point made. 	<ul style="list-style-type: none"> • There is a slight response; listening is limited to a few sporadic moments. • There is a recollection of only some slight and minor details. 	<ul style="list-style-type: none"> • There is evidence of listening attentively to what the speaker is saying and responding accordingly much of the time. • There is a recollection of a large portion of the content. 	<ul style="list-style-type: none"> • There is evidence of listening attentively and responding thoughtfully to the speaker all of the time. • There is total retention of all major points and a full recollection of the content.
<p>Solution and Strategy</p>	<ul style="list-style-type: none"> • There is no answer, or the solution fails to consider a significant part of the problem. • Little or no strategy is given to show thinking skills or prove the line of reasoning. 	<ul style="list-style-type: none"> • The answer is presented without any support. • An attempt to describe a strategy is made, or a wrong answer is given with an inappropriate strategy or line of reasoning and thought. 	<ul style="list-style-type: none"> • The answer is essentially correct with most of it being supported. • A strategy is essentially correct with most of it being supported. 	<ul style="list-style-type: none"> • The answer is correct, and the solution is supported in detail. • A perfect and clearly delineated strategy shows a high level of thinking skills and defined reasoning.

<p>Supporting Evidence</p>	<ul style="list-style-type: none"> • There is a complete absence of any supporting evidence, which renders the work superfluous. • The material is lacking in scholarship. 	<ul style="list-style-type: none"> • A moderate amount of evidence is provided to support the work/performance. • Some of the material is worthy, and it does indicate a minimal effort at scholarship. 	<ul style="list-style-type: none"> • A substantial amount of evidence is provided to support the work. • Much of it is first-rate, adding substance and a great deal of scholarship to the effort. 	<ul style="list-style-type: none"> • A superabundant amount of evidence is provided to support the work/performance. • All is excellent, first-rate, prime material at the highest level of scholarship.
<p>Synthesis</p>	<ul style="list-style-type: none"> • Little to no thought and reflection are used. • The information is not put together properly to design a new whole. • Substantiation to explain what has been created is omitted. 	<ul style="list-style-type: none"> • Brief thought and reflection are used. • There are attempts to put information together to design a new whole. • It tries to substantiate what has been created. 	<ul style="list-style-type: none"> • Thought and reflection are used. • The information is put together to design a new whole. • It substantiates what has been created. 	<ul style="list-style-type: none"> • Deep thought and reflection are used. • The information is put together extensively to design a new whole. • It substantiates what has been created in an outstanding way.
<p>Understanding/Comprehension</p>	<ul style="list-style-type: none"> • There is little to no understanding of the piece. • There is no attempt to interpret the substance or the implications of what the piece is expressing. 	<ul style="list-style-type: none"> • Some understanding of the piece is evident. • A brief or moderate attempt is made to interpret the substance and implications of what the piece is expressing. 	<ul style="list-style-type: none"> • Reasonable understanding of the piece is quite evident. • There is adequate interpretation of the implications and substance of what is being expressed. 	<ul style="list-style-type: none"> • There is a superior display of understanding of the piece. • A remarkable ability to interpret the entire substance and implications of the piece is evident.
<p>Use of Defined Terms</p>	<ul style="list-style-type: none"> • It fails to define any of the terms. • There is a total lack of the ability to use them accurately within the parameters of the text. 	<ul style="list-style-type: none"> • Some knowledge of the terms is present. • Many lack definition, and many are used incorrectly within the text. 	<ul style="list-style-type: none"> • The terms are discussed with a firm knowledge base. • Almost all are used properly in relation to the rest of the text. 	<ul style="list-style-type: none"> • It displays outstanding ability to use and integrate the terms in the text. • It uses terms accurately and with supportive materials.

<p>Uses Respectful Language</p>	<ul style="list-style-type: none"> • There is a total lack of conscious effort to use respectful language. • The words and vocabulary are not used with kindness or sensitivity. • The writing or spoken word lacks consideration, and the result is that one is not impelled to read or listen. 	<ul style="list-style-type: none"> • Some effort is made to use language that is respectful and not offensive. • A small portion of the vocabulary projects sensitivity toward the reader or listener. • The writing or spoken word is somewhat considerate and tries to initiate continued listening or reading. 	<ul style="list-style-type: none"> • The language is respectful of the reader/audience throughout. • The words and vocabulary show sensitivity and understanding toward all humanity. • The writing or spoken word is considerate and evokes interest in the reading or the listening. 	<ul style="list-style-type: none"> • There is a tone to the language that is highly respectful. • Brilliant word choice and vocabulary present sensitivity toward humanity. • The writing is highly considerate and quickly propels the reader through every page or captivates the listener.
<p>Vocabulary</p>	<ul style="list-style-type: none"> • There is little to no evidence of a range of vocabulary. • It lacks understanding of what the words mean. • The use of words is limited. 	<ul style="list-style-type: none"> • There is a limited or moderate range of vocabulary. • There is a minimal understanding of some words. • Some of the words are used correctly. 	<ul style="list-style-type: none"> • It demonstrates a solid to average range of vocabulary. • The definitions are understood. • The vocabulary is in the proper context. 	<ul style="list-style-type: none"> • It demonstrates a full range and wide variety of vocabulary. • Total comprehension of the words is evident. • It excels at the usage of the words.
<p>Voice Projection</p>	<ul style="list-style-type: none"> • There is no projection of the voice; very little effort is made to speak loudly and clearly. • The audience cannot hear the voice; therefore, they do not pay attention. • The voice does not carry across the room. 	<ul style="list-style-type: none"> • Some attempt is made to project the voice. • The listener must vacillate between hearing well and hearing poorly; therefore, it is hard to pay attention. • The voice does not carry well. 	<ul style="list-style-type: none"> • A reasonable attempt at projecting one's voice is made. • The audience listens with ease and is attentive. • The voice carries the distance. 	<ul style="list-style-type: none"> • The projection of the voice is loud and clear. • The audience is attentive since it is easy to hear and respond to the emotions of the words. • The voice is heard throughout the room.