Discussion Scoring Rubric 2

PHY 310 -- *Readings for Teaching High School Physics*
Illinois State University Physics Department
Physics Teacher Education Program
Spring 2011

Note: *Mark nothing "not applicable."*

Discussion Leader(s): _____ Peer Evaluator: _____

Criterion / Assessment	Good (3 pts)	Fair (2 pts)	Poor/Unacceptable (1-0 pts)	Score
Goal Statement	Leader gives a clear, concise statement of discussion goal at start of discussion.	Leader gives statement of discussion goal at outset, but is unclear.	Leader gives inadequate or fails to give any statement of discussion goal at outset.	
Initiation of Discussion	Leader begins with a short, concise statement of the problem being discussed; avoids an introductory lecture.	Leader begins with rambling problem statement; has a tendency to lecture at the outset.	Leader begins discussion with a long lecture, and to some extents tends to achieve the goal by self.	
Discussion Quality	Leader maintains a constant two-way flow of talk between self and students or students and student.	Leader conducts a good discussion but interjects one or more lengthy monologues.	Leader essentially conducts a solitary monologue even though interjecting a question from time to time.	
Wait Time	Leader always uses adequate and appropriate wait time to encourage at least one student to respond.	Leader sometimes uses adequate and appropriate wait time to encourage at least one student to respond.	Leader does not employ wait time or does not do so effectively; tends to answer own questions.	
Responding to Students	Leader responds well to students who provide input; acknowledges contributions regularly and thanks with sincerity; asks appropriate follow-up questions.	Leader non-uniformly acknowledges contributions provided by students, or uses only such statements as okay, yes, etc. Rarely asks follow-up questions.	Leader fails to acknowledge in any reasonable and consistent way contributions made by students. Does not ask follow-up questions to obtain required clarification if necessary.	
Question Types	Leader uses a wide variety of question types; uses questions that directly bear on the expressed goal; avoids rhetorical questions; manages to have students think and talk critically about topic.	Leader uses a limited variety of question types; limited applicability of questions to goal attainment; some use of rhetorical questions.	Leader uses a very limited variety of question types; some showing a degree of inapplicability to goal attainment; does not achieve any reasonable depth of discussion.	
Questioning Style	Leader uses questions that call for detailed answers; makes common use of follow-up questions.	Leader uses a mix of detailed- and short-answer questions, and sometimes a follow-up question.	Leader uses questions that typically call for very short answers; hardly any follow-up questions.	
Question Shifting	Leader generally begins discussion with divergent questions and moves toward convergent questions near the end of the discussion; makes appropriate digressions if necessary.	Leader's choice of questions somewhat erratic, but tend to move from divergent to convergent as discussion continues.	Leader does not exhibit any concern for type of questions asked either at beginning or conclusion. Questions bear directly on subject matter in a lock-step fashion.	
Atmosphere	Leader maintains a friendly, collaborative atmosphere; all students appear free to participate without recrimination.	Leader tends to maintain a reasonable atmosphere for discussion, but sometimes fails to control criticisms or witticisms.	Leader fails to maintain atmosphere conducive to successful discussion; elements of judgment or criticism present throughout discussion.	
Closure	Leader helps students to arrive at a meaningful conclusion to the discussion, restating the original goal, and having students explain its solution or achievement; uses appropriate questioning to ensure attainment of goal.	Leader tends to do his or her own summary; concludes discussion early and quickly due to a lack of time; does a minimal job to determine whether or not educational goal has been attained.	Leader does not achieve any form of closure, or does so very inadequately; runs out of time; does not assess to determine whether or not students have achieved educational goal.	
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See additional evaluator comments on back.