Name: _____ Score: _____ Teacher Name: _____

Text Based Discussion School-Wide Rubric

Expectations	Exceeds Standard 4	Meets Standard 3	Nearly Meets Standard 2	Below Standard 1
Conduct	Works with peers to promote civil, democratic discussions and decision-making by showing respect and patience *for different and complex ideas.*	Works with peers **to promote civil, democratic discussions and equitable decision-making by showing respect and patience**. *SL-9-12-1b, CE 3.1&2; VOG-Collaboration*	Attempts to work with peers but shows little respect and patience.	Shows no patience or respect.
	Brings others into the conversation by clarifying, verifying or challenging ideas and perspectives that *probe reasoning and evidence to promote divergent and creative perspectives.*	Brings others into the conversation **by clarifying, verifying or challenging ideas and perspectives** that relate the current discussion to broader themes or larger ideas. *SL-9-12-1c; VOG-Collaboration*	Attempts to bring others into the conversation,but attempts are either unclear, do not verify or challenge ideas and perspectives, and/or do not relate the current discussion to broader themes or larger ideas.	Fails to bring others into the discussion or uses inappropriate language.
	Speaks to *all participants to deepen understanding* while ignoring distractions.	**Maintains focus** by addressing most comments to other participants to encourage further discussion while ignoring most distractions. *VOG-Collaboration*	Lacks focus by directing most comments to the teacher and/or does not further the discussion; appears distracted.	Is inattentive and distracted.
Speaking and Reasoning)	*Skillfully* fulfills all discipline-specific and task requirements.	Fulfills all disciple-specific and task requirements.	Attempts to fulfill all discipline-specific and task requirements, but one element is inaccurate or incomplete.	Does not fulfill several discipline-specific and task requirements.
	Skillfully presents information, findings, supporting evidence, and conclusions from text(s) *and addresses alternative or opposing perspectives.*	**Presents** information, findings, supporting evidence, and conclusions **clearly, concisely, and logically** from text(s) such that listeners can follow the line of reasoning; organization, development, substance, and style are appropriate to purpose, audience and task.*SL-9-12-4, RI-9-12-1; VOG-Critical; VOG-Comm*	Attempts to present information, findings, supporting evidence, and conclusions from text(s), but line of reasoning is unclear and/or organization, development, substance, and style are inappropriate to purpose, audience and task.	Presents little or no information, findings, supporting evidence, and conclusions and makes no connection between ideas with no resolution of contradictory concepts.
	Insightfully analyzes and evaluates the arguments and specific claims in text(s) *by applying the ideas to develop new concepts.*	**Analyzes and evaluates** the credibility of arguments and specific claims in text(s), **assessing** whether the reasoning is valid and the evidence is relevant and sufficient while **identifying** false statements and reasoning. *RI-9-12-8; VOG-Critical; VOG-Comm*	Attempts to analyze and evaluate the argument and specific claims in text(s),but analysis lacks sufficient development of the logic of the argument of the text(s) and evidence presented.	No analysis or evaluation of text(s) is evident.
Listening	Responds thoughtfully to diverse perspectives; *synthesizes comments, claims, and evidence made on all sides of an issue; resolves contradictions when possible; and determines what additional information is required to deepen the investigation.*	**Responds thoughtfully** to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, **qualifies or justifies** their own views and understanding and **makes new connections** in light of the evidence and reasoning presented. *SL-9-12-1d; VOG-Comm*	Attempts to respond to diverse perspectives, but is unable to accurately summarize points of agreement and disagreement and make connections to evidence and reasoning presented.	Little or no response to evidence and reasoning presented.
	Skillfully evaluate a speaker's point of view, reasoning,and use of rhetoric *by assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.*	**Evaluates** a speaker's point of view, reasoning, and use of rhetoric, **identifying** flawed logic or exaggerated and distorted evidence. *SL-9-12-3;VOG-Critical*	Attempts to evaluate a speaker's point of view, reasoning, and use of rhetoric,but is unable to identify flawed logic or examine evidence adequately.	Makes little or no attempt to evaluate a speaker's point of view, reasoning, and use of rhetoric.
	Reaches a consensus with the group to solve a problem, make a decision, achieve a goal or complete the task by resolving differences.	**Reaches a consensus with the group** to solve a problem, make a decision, achieve a goal or complete the task by resolving differences. *SL-9-12-1d, SE 2.2; VOG-Critical; VOG-Comm*	Attempts to reach a consensus,but is unable to agree with all aspects of the solution of the group.	Does not reach consensus with the group.
Reading Comprehension	Demonstrates *exceptional* comprehension by citing strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text *and applies analysis to develop new concepts*.	**Demonstrates comprehension by citing** strong and thorough textual evidence **to support analysis** of what the text says explicitly as well as inferences drawn from the text. *RI-9-12-1;VOG-Critical*	Demonstrates limited comprehension by making few references to the text(s).	Demonstrates no comprehension of the text(s) by making no references to the text(s).