Responding to Discussion

Use the Discussion Rubrics for Lessons 11, 20, and 24 to assess students' progress toward the speaking and listening skills and then use the table below to pinpoint specific discussion skills to reinforce or extend in future lessons.

Supporting students who are …	Proficient	Developing	Beginning
in Preparation	Challenge students to craft 2–3 higher-order discussion questions based on the text(s) and topic.	Provide pre-discussion outlines for organizing evidence.	Model how to turn reading notes into one discussion-ready idea.
in Collegiality	Encourage students to draft "group goals" for the discussion and monitor the group's progress.	Provide checklists to guide students in meeting their role responsibilities.	Pair students with a peer mentor who can model how to follow rules in real time during the discussion.
in Engagement	Ask students to prepare extension questions that deepen the discussion.	Provide question banks with partially completed stems, such as "What do you think about ___?"	Model paraphrasing and then extending a peer's idea prior to the discussion.

Discussion Rubric (Lesson 11 and 20)

Student engages effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.			
Criteria	**Proficient (3)**	**Developing (2)**	**Beginning (1)**
Collegiality	Follows discussion rules, helps track goals, and fulfills assigned role.	Inconsistently follows rules or contributes to group goals; role participation is minimal.	Rarely follows discussion rules, contributes to goals, or fulfills role.

Discussion Rubric (Lesson 24)

Student engages effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.			
Criteria	**Proficient (3)**	**Developing (2)**	**Beginning (1)**
Preparation	Is prepared through reading/research; uses evidence to support ideas.	Is partially prepared; provides limited evidence or few connections to the topic.	Is unprepared; rarely uses evidence to support ideas.
Engagement	Asks relevant questions and provides responses that maintain focus on the topic.	Asks occasional questions or provides responses that may be off-topic or lack detail.	Asks few or no meaningful questions and provides few or no responses.