Goal Setting with Civil Discourse Walk-Through Tool: Single-Point Rubric Notetaker

BY SARAH LANE

Ideas and Feedback	Civil Discourse Categories and Implementation See reverse for examples	Strengths
	Student Actions: AWARE Assert Wonder Accept Respect Establish	
	Teacher Actions Developing the Classroom Environment and Culture	
	Teacher Actions Discussion Management	

© 2025 Cato Institute

Student Actions: AWARE	
Assert	• Clearly state viewpoints with credible facts • Acknowledge areas of agreement and connection with others
Wonder	• Consider other perspectives and ask questions about their viewpoints • Reflect on responses • Connect to how identity and experiences influence views
Accept	• Openness to the fact that others may not change their viewpoint or may be open to changing one's own viewpoint • Openness to disagreements • Listens and responds to others without pressuring other students to take on their viewpoint • Students stay engaged and do not quit a conversation due to frustration
Respect	• Active listening • Respectful language and avoidance of stereotypes or name-calling • Positive body language, voice, and tone during disagreements

Teacher Actions: Classroom Environment and Facilitation	
Developing Classroom Environment and Culture	• Civil discourse norms posted or digitally available; teacher may redirect to norms as needed • Seating arrangements may be flexible or adaptable for student discussions and collaboration • Reflective practices and community building to make the classroom a safe space for sharing differing viewpoints • Variety of resources provided for student research
Discussion Management	• Teacher modeling and implementation of AWARE • Civil discourse strategies or formats implemented (examples) • Goals for discussion shared and understood by students • Questions to support discourse and viewpoint diversity • Models respectful listening, uses neutral language, and acknowledges multiple perspectives • Encourages quieter students to participate and helps manage students who may monopolize the conversation • De-escalates as necessary with redirection to students with supporting norms

© 2025 Cato Institute