

## Small Group Discussion

### In your groups, choose group roles

- **Facilitator:** Moderates discussion, keeps the group on task
- **Recorder:** Takes notes summarizing team discussions
- **Reporter:** Serves as group spokesperson to the class, summarizing the group's discussion and/or conclusions
- **Timekeeper:** Keeps the group aware of time constraints

***Whether you have a group role or not, everyone participates in the protocol!***

Before breaking into groups/before the discussion: Individually, read through discussion questions and write down thoughts, opinions, points, and/or questions. Refer to your notes/questions from what has been read, as well as any materials from class **[10 minutes]**

### Steps in Discussion Protocol

1. Start with question/topic 1. Going around the circle, each member of the group shares what they think, without any comment from other members of the group. If you have a counter-point or a response to what someone says, *write it down*. Don't worry, you'll get to it! **[3-5 minutes]**
2. Free-form discussion. (Facilitator, recorder, you will be busy! Timekeeper, be aware of the time!) Each group member has now shared their thoughts, and now anyone in the group can comment further on what has been stated already. This is where you can respond on other members' comments (without referring to the person-rather refer to the ideas) or expand on any additional ideas that you thought of or were brought to the table. Voice your opinion! Have no fear of judgment! **[8-10 minutes]**
  - a. If no one has anything to say, go to the text. Point out quotes that felt significant. Share and discuss.
3. Move to question/topic 2, repeating steps 1 & 2 of the protocol.
4. Next step-reporting out to larger group (entire class)

## Discussion Rubric

| Standard                                                                                                                                                                                                                                                                                                                                              | Proficient w/ Distinction<br>4                                                                                                                                                                            | Proficient<br>3                                                                                                                                                                    | Partially Proficient<br>2                                                                                                                                                                         | Below Proficient<br>1                                                                                                                    |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|
| <b><u>PREPARATION</u></b><br><b>CCSS.ELA-LITERACY.SL.11-12.1.A</b><br>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.                     | Initial response to prompt is thoughtful and insightful and refers to text in question, as well as any connected research on the topic.                                                                   | Initial response to prompt answers the question, refers to text, and if appropriate, any connected research on the topic.                                                          | Initial response to prompt is superficial and/or lacks genuine thought. Refers to text, but does not go into depth.                                                                               | Initial response to prompt is not relevant and/or does not refer to the text in question.                                                |
| <b><u>COLLABORATION</u></b><br><b>CCSS.ELA-LITERACY.SL.11-12.1.B</b><br>Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.                                                                                                                        | Always engaged during discussion, fulfilling any role assigned in a cooperative setting..                                                                                                                 | Usually engaged during discussion, and fulfilling any role in a cooperative setting.                                                                                               | Occasionally engaged in discussion.<br><br>Occasionally willing to fulfill their role in a cooperative setting.                                                                                   | Rarely engaged in discussion.<br><br>Rarely willing to fulfill their role in a cooperative setting.                                      |
| <b><u>RESPONSES</u></b><br><b>CCSS.ELA-LITERACY.SL.11-12.1.C</b><br>Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.           | Makes comments and asks questions that are related to topic and prompt further discussion of topic; presents creative or unique approaches to topic; consistently points to evidence or text in question: | Makes comments and asks questions that are related to topic; Attempts to contribute to discussion and to present relevant viewpoints for consideration by group; interacts freely. | Comments and/or questions do not relate to the discussion content and/or makes short or irrelevant remarks; Does not consistently make effort to participate in learning community as it develops | No comments on discussion; Does not contribute or initiate discussion                                                                    |
| <b><u>REFLECTION</u></b><br><b>CCSS.ELA-LITERACY.SL.11-12.1.D</b><br>Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. | Post-discussion reflection/exit-slip synthesizes all comments made from group, and clearly reflects on the discussion experience.                                                                         | Post-discussion reflection/exit-slip synthesizes most of the comments made from group, and clearly reflects on the discussion experience                                           | Post-discussion reflection/exit-slip synthesizes some comments made from group and reflects on the discussion experience                                                                          | Post-discussion reflection/exit-slip does not synthesize l comments made from group and/or does not reflect on the discussion experience |