



Scoring Small Group Discussions

The overarching consideration in scoring is the degree to which a student's contribution clarifies the issue being considered and helps the group make progress toward resolution. Three elements of performance focus the assessment: whether or not the student has (a) presented accurate knowledge related to the issue, (b) employed skills for stating and pursuing related issues, and (c) engaged others in constructive dialogue. A student's contribution to the conversation receives one of five scores:

UNSATISFACTORY (below 60%)	(1) The student has failed to express any relevant foundational knowledge and has neither stated nor elaborated any issues.
PRELIMINARY (60 OR 65%)	(1) The student has stated a relevant factual, ethical, or definitional issue as a question or has accurately expressed relevant foundational knowledge pertaining to an issue raised by someone else.
SATISFACTORY (70 or 75%)	(1) The student has accurately expressed relevant foundational knowledge pertaining to an issue raised during discussion, (2) pursued an issue by making a statement and elaborating the statement with an explanation, reasons, or evidence.
ADVANCED (80, 85, or 90%)	(1) The student has accurately expressed relevant foundational knowledge pertaining to an issue raised during discussion, (2) pursued an issue by making a statement and elaborating the statement with an explanation, reasons, or evidence and, (3) in a civil manner, has responded to a statement made by someone else by challenging its accuracy, clarity, relevance or logic.
EXEMPLARY (95 or 100%)	(1) The student has accurately expressed relevant foundational knowledge pertaining to an issue raised during discussion, (2) pursued an issue by making a statement and elaborating the statement with an explanation, reasons, or evidence and, (3) in a civil manner, has responded to a statement made by someone else by challenging its accuracy, clarity, relevance or logic and, (4) has used stipulation, valuing, or analogy to advance the discussion. In addition, (5) the student has engaged others in the discussion by inviting their comments or acknowledging their contributions.

A deduction of 5% will be made for each negative procedure observed.

Specific percentage to be based on the quality of performance. Meeting the first four criteria will earn 95%, meeting all five will earn 100%.

Source: Adapted from: Harris, David. (1996). "Assessing Discussions of Public Issues." *A Handbook on Teaching Social Issues*, National Council for Social Studies Bulletin 93. Washington, DC: National Council for the Social Studies.



<i>Apprentice</i> 1	<i>Basic</i> 2	<i>Meets</i> 3	<i>Exceeds</i> 4
The student has stated a relevant factual, ethical, or definitional issue as a question <u>or</u> has accurately expressed relevant foundational knowledge pertaining to an issue raised by someone else.	<p>(1) The student has accurately expressed relevant foundational knowledge pertaining to an issue raised during discussion.</p> <p>(2) Pursued an issue by making a statement and elaborating the statement with an explanation, reasons, or evidence.</p>	<p>(1) The student has accurately expressed relevant foundational knowledge pertaining to an issue raised during discussion.</p> <p>(2) Pursued an issue by making a statement and elaborating the statement with an explanation, reasons, or evidence.</p> <p>(3) In a civil manner, has responded to a statement made by someone else by challenging its accuracy, clarity, relevance or logic.</p>	<p>The student has met the Meets criteria (1), (2), and (3), plus has</p> <p>(4) used stipulation, valuing, or analogy to advance the discussion.</p> <p>(5) Engaged others in the discussion by inviting their comments or acknowledging their contributions.</p>