

PARTICIPATING IN A DISCUSSION GROUP

Performance Standard 4B.F

Each student is to demonstrate his/her group discussion skills by participating in a small group assigned to reach consensus on the year round school year issue accordingly:

- *Preparing and using notes/research*: demonstrate thorough knowledge of topic; have resources; demonstrate ability to use research.
- *Demonstrating speaking skills*: use clear, appropriate language and vocabulary; speak clearly and audibly; use rules of proper English.
- *Demonstrating listening skills*: remain focused on speaker content; respond with appropriate information; be polite and courteous.
- *Demonstrating consensus-building skills*: separate relevant from irrelevant information; remain objective; apply logic to help others understand; adjust one's opinion.

Procedures

1. *In order to speak effectively using language appropriate to the situation and audience (4B)*, students should experience sufficient learning opportunities to develop the following:
 - Align vocabulary and style to the intent of the message.
 - Use language that is clear, audible, and appropriate.
 - Use appropriate grammar, word choice, and pacing.
 - Use notes and outlines.
 - Contribute meaningfully to group discussions by following accepted guidelines of verbal interaction (e.g., appropriate turn-taking behavior, respectful and engaged responses, appropriately-aligned vocabulary, appropriate rate and volume).
 - Identify and use discussion techniques to arrive at a consensus of opinion.
2. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Students should have opportunities to participate in consensus-building discussion groups.
4. Students need time to research and record the advantages and disadvantages of year-round school. (Notes are to be collected by the teacher and returned on the day of the discussion.)
5. Have students grouped heterogeneously before the assessment begins. The teacher should not disclose the groupings to the students before the day of their actual discussions.
6. After having been assigned to a heterogeneous group of three to four students, each student will demonstrate his/her discussion and consensus-building skills by participating in a 15-20 minute discussion of the following topic:

Should our school's calendar be revised to require students to attend school year-round? (What are the advantages and disadvantages and what would be best for our school? Why does your group feel the way it does?)
7. The due date for submitting notes should be the same for all students.
8. Students should be allowed to use only those notes returned to them on the day of their discussion.
9. Students not participating in a given group should not be present to hear that discussion.
10. Evaluate each student's performance using the rubric. Add each student's scores to determine the performance level.

Examples of Student Work not available

Resources

- Notes from research
- Writing materials
- Participating in a Discussion Group Rubric

Time Requirements

- Two to three class periods

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NAME _____ DATE _____

- Exceeds 15 - 16 total points
- Meets 11 - 14 total points
- Approaches 7 - 10 total points
- Begins 4 - 6 total points

| | Preparation and Use of Notes/Research | Speaking Skills | Listening Skills | Consensus Building Skills |
|--------------|---|---|--|--|
| 4 | <ul style="list-style-type: none"> • Consistently demonstrates thorough knowledge of topic • Has excellent resources • Consistently demonstrates ability to use research effectively | <ul style="list-style-type: none"> • Consistently demonstrates ability to <ul style="list-style-type: none"> ○ Use clear, appropriate language and vocabulary ○ Speak clearly and audibly ○ Use rules of proper English | <ul style="list-style-type: none"> • Consistently demonstrates active listening by <ul style="list-style-type: none"> ○ Remaining focused on speaker content ○ Responding with appropriate information ○ Being polite and courteous | <ul style="list-style-type: none"> • Consistently demonstrates ability to help build consensus by <ul style="list-style-type: none"> ○ Separating relevant from irrelevant information ○ Remaining objective ○ Applying logic to help others understand ○ Willingness to adjust one's opinion |
| 3 | <ul style="list-style-type: none"> • Usually demonstrates knowledge of topic • Has adequate resources • Usually demonstrates ability to use research effectively | <ul style="list-style-type: none"> • Usually demonstrates ability to <ul style="list-style-type: none"> ○ Use clear, appropriate language and vocabulary ○ Speak clearly and audibly ○ Use rules of proper English | <ul style="list-style-type: none"> • Usually demonstrates active listening by <ul style="list-style-type: none"> ○ Remaining focused on speaker content ○ Responding with appropriate information ○ Being polite and courteous. | <ul style="list-style-type: none"> • Usually demonstrates ability to help build consensus by <ul style="list-style-type: none"> ○ Separating relevant from irrelevant information ○ Remaining objective ○ Applying logic to help others understand ○ Willingness to adjust one's opinion |
| 2 | <ul style="list-style-type: none"> • Occasionally demonstrates general knowledge of topic • Has limited resources • Sometimes demonstrates ability to use research effectively | <ul style="list-style-type: none"> • Occasionally demonstrates ability to <ul style="list-style-type: none"> ○ Use clear, appropriate language and vocabulary ○ Speak clearly and audibly ○ Use rules of proper English | <ul style="list-style-type: none"> • Occasionally demonstrates active listening by <ul style="list-style-type: none"> ○ Remaining focused on speaker content ○ Responding with appropriate information ○ Being polite and courteous. | <ul style="list-style-type: none"> • Occasionally demonstrates ability to help build consensus by <ul style="list-style-type: none"> ○ Separating relevant from irrelevant information ○ Remaining objective ○ Applying logic to help others understand ○ Willingness to adjust one's opinion |
| 1 | <ul style="list-style-type: none"> • Demonstrates little knowledge of topic • Has few or no resources • Seldom or never demonstrates ability to use research effectively | <ul style="list-style-type: none"> • Seldom or never demonstrates ability to <ul style="list-style-type: none"> ○ Use clear, appropriate language and vocabulary ○ Speak clearly and audibly ○ Use rules of proper English | <ul style="list-style-type: none"> • Seldom or never demonstrates active listening by <ul style="list-style-type: none"> ○ Remaining focused on speaker content ○ Responding with appropriate information ○ Being polite and courteous. | <ul style="list-style-type: none"> • Seldom or never demonstrates ability to help build consensus by <ul style="list-style-type: none"> ○ Separating relevant from irrelevant information ○ Remaining objective ○ Applying logic to help others understand ○ Willingness to adjust one's opinion |
| Score | | | | |