Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period: \_\_\_\_\_\_\_ Discussion Topic:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What did you notice about today’s discussion?

*Class’s treatment of issues:*  Superficial 1 2 3 4 5 thorough and deep ***COMMENTS:***

*Helpfulness of discussion to your own understanding:*

Low 1 2 3 4 5 high

*Your own level of engagement:*

Low 1 2 3 4 5 high

*The Class’ overall level of engagement:*

Low 1 2 3 4 5 high

*Quality of your own participation:*

Poor 1 2 3 4 5 excellent

*Quantity of your spoken remarks relative to your normal performance:*

Low 1 2 3 4 5 high

*Leader’s role:*

Too much input 1 2 3 4 5 too little input

Too much control 1 2 3 4 5 not enough control

Great respect 1 2 3 4 5 too little respect for others

**For Teacher (or student) to fill out:** **Observations/Suggestions/Fine Tunings (if circled):**

Find a way to engage/involve quieter students Cite more text It’s not a debate; too argumentative!

Let people finish; don’t cut them off More substance Addressing the teacher too often

Address author’s purpose Watch your Tone! Stay on topic Keep up the good work!

Don’t answer every question that’s asked, or reply to every comment Curtail duration of comment; economize

Collaborate; don’t do it solo Come prepared! Don’t just repeat, advance the conversation

Avoid the urge to dominate! Connect with others Don’t drown out the quiet students

Discuss significance of observations Speak up! Be more selective with your contributions

Stay close to the text; don’t wander Make connections Avoid plot summary/plot commentary

Avoid the urge to withdraw! Direct points: strong / weak / neutral You spoke \_\_\_\_\_\_\_\_\_\_times

**A=** Excellent, consistent participation and leadership; not just talking, but listening, collaborating, helping. Formulating substantial insights, but also asking relevant, perceptive questions. Frequent and effective use of text. Evidence of strong preparation, careful reading. Knowledge of broader context of discussion topic, ability to make connections in the changing context of each reading assignment. Awareness of the discussion, not only the text.

**B=** Constructive involvement in the discussion. Some evidence of the above, though not as consistent. More textual citation? More substance? More collaborative connections. You might be speaking a lot, but are you listening, staying with the topic at hand? Perhaps more economical contributions.

**C=** Minimal, inconsistent participation. We need to hear your voice even more or with more substance. Can’t tell if you’ve done the reading or understand the content of the discussion.

**D/F=** Silent most of the time. What can I do to help? You might be listening, might have done the reading, but it’s impossible to tell. You’re attending class, bring your text, but your lack of contribution to the discussion makes it a challenge for others to connect with you, or for me to give advice, coach. You might be unprepared and unable to participate.