**Fishbowl Discussion Rubric Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **CATEGORY** | **LEVEL 4** | **LEVEL 3** | **LEVEL 2** | **LEVEL 1** |
| **KNOWELDGE****Response to****discussion** **questions exhibits** **comprehension of** **text and lens.** | Discusses the topic in depth.Demonstrates excellent understanding by referencing specific incidents and passages in the test. The textual support is a superior example that promotes the increased understanding of the lens.  | Discusses the topic in some depth. Demonstrates good understanding by referencing passages in the text. The selected examples reflect the idea or lens.  | Discusses assigned topic in an adequate way.Demonstrates adequate understanding. Student uses little to no specific textual examples or the examples are unclear and vague. Any referenced examples do not clearly support the idea or lens.  | Ideas are vague, irrelevant, or poorly developed.Arguments are repeated rather than developed.There are no examples, or the ones used are irrelevant. |
| **THINKING****Adds to and advances** **an interpretation or** **analysis of the text.** | Uses a variety of resources and/or research that are relevantto support ideas throughout the discussion. Offers synthesis and evaluation of topic. Makes insightful connections to world around us and personal experiences. Puts pieces of discussion together to develop a new approach and take the class further. | Uses some resources and/or research that are relevant to support ideas throughout the discussion.Offers interpretations and analysis (more than just summary) of topic. Makes Connections to world around us and personal experiences. Puts pieces of discussion together in thoughtful manner. | Uses some resources and/or research that are somewhat relevant to support ideas throughout the discussion.Offers straightforward information without much elaboration or does so infrequently.Does not add to discussion but instead repeats what others have said or seems to participate to a very moderate degree. | Uses few resources and/or research, but are irrelevant to discussion.Tries to respond if called on but does not offer much.Demonstrates inadequate preparation or very infrequent involvement. |
| **COMMUNICATION****Communicates** **clearly**. | Maintains excellent eye contact body language, and volume.Uses clear and descriptive vocabulary. Ideas are easily understood. | Maintains eye contact and positive body language, and volume. Uses clear vocabulary. Ideas areunderstood. | Exhibits some positive body language. Student speaks too low at times.Uses vocabulary that is unclearat times. Ideas are understood, butwith some difficulty. | The student in the group does notmaintain eye contact with othergroup members. Students speaks ‘low making it difficult to hear.Vocabulary is unclear. Ideas arebarely understood. |
| **APPLICATION****Speaks** **constructively** **in the discussion.** | Leads discussion by asking relevant questions, suggesting new topics, playing devil’s advocate, and encouraging others to participate.Addresses other members ofthe group specifically. Respects and welcomes the ideasof other members in the group. Frequently uses appropriate phrases to help with flow of discussion.  | Helps discussion by asking relevant questions and inviting others to participate.Address other group members. Welcomes the ideas of other Mostly uses appropriate phrases to help with flow of discussion. | Participates in the group discussion. Does not include others’ ideas in statements.The student in the group will talk, but does not address any person. Infrequently uses appropriate phrases to help with flow of discussion . | Makes only irrelevant, off-topic statements. The student frequently interrupts or talks over other students. Does not participate.Rarely uses appropriate phrases to help with flow of discussion.The student addresses teacher or outer circle for the answer.  |

**COMMENTS:**