

CLASS DISCUSSION GRADING

What is the purpose of discussion?

1. Review of key concepts covered in reading and written assignments
 - a. Eliciting comments as to ideas covered in reading.
 - b. Seeking personal reaction to concepts and ideas covered in reading.
2. Application of concepts to specific situations
 - a. Examples from personal/work life
 - b. Case Studies
 - c. Role plays
 - d. Individual assignments to be shared later
3. Critical reflection on key concepts
 - a. Integrating concepts with experience
 - b. Feedback on student presentations
 - c. Synthesis or analysis of concepts with each other.
4. Building Group cohesion
 - a. Personal sharing of experiences
 - b. Providing support to other members of the group.

Late Penalty

15 minutes late:	one point off frequency and process categories
30 minutes late:	one point off each category
45 minutes late:	two points off each category
60 minutes late:	three points off each category
>60 minutes late:	zero for Class Discussion Grade

Adapted from "Class Discussion Grading Rubric" by Dick Boyd, Eastern University

GRADING CRITERIA FOR CLASS DISCUSSION In All LEAD Courses

Pts	Preparation	Content	Process	Frequency
5	Demonstrates completion of all reading/written assignments & has made several clear connections to work/personal life.	Comments in large and small group add significantly to the learning process; comments demonstrate higher order thinking – analysis synthesis & evaluation.	Comments build on contributions of others, enabling group to integrate experiences and insights (connecting theory with real life experiences); supportive and encouraging to other class members; comments are focused and concise.	Contributes actively in large and small group settings.
4	Demonstrates completion of reading/written assignments & has made at least one clear connection to work/personal life.	Comments in large group and small group settings contribute to learning process – shows evidence of ability to apply concepts to real life situations.	Comments build on comments of others in a non-integrative way; shows support of other class mates; comments tend to be unnecessarily long-winded; dominates unnecessarily.	Contributes actively in small group settings and when asked in large group settings.
3	Demonstrates awareness of all key concepts/ideas contained in reading/written assignments; has completed written assignments.	Comments in large group and small group with evidence of awareness and understanding of basic course concepts; in small groups discusses the questions but no more.	Speaks up in a large group when asked with comments that add to group understanding; is not particularly supportive; comments tend to be tangential to purpose of discussion.	Contributes in large and group settings to level requested but no more.
2	Demonstrates awareness of at least one key concept; written assignment not completed.	Comments show back ground knowledge (pre-course) of basic concepts.	Contributes little to group understanding; is not disruptive but not encouraging to others.	Contributes in large and small group settings to level less than requested.
1	Demonstrates little or no awareness of key concepts contained in class assignments	Comments show no evidence of awareness of course concepts.	Does not contribute to the group process; is a drag on the group process.	Does not contribute.