

# LEADING EFFECTIVE DISCUSSIONS

## Learn To Teach Workshop, November 10<sup>th</sup> 2012

**Facilitators: Mariela Tovar & Patricia Minor**

### Evaluating Discussions

There are many different ways to evaluate both a student's participation in a discussion as well as the process that took place. You will find two suggestions below:

**Keeping Track of Participation**— By using an Excel spreadsheet, you can keep track of both the attendance and participation of your students. Simply place a 1 or 0 in the corresponding column next to their name every time the student attends class and/or participates in the discussion (in this case, the columns in grey represent participation). At the end of the semester, just tally the results!

	A	B	C	D	E	F	G	H	I	J
1	<b>FRIDAY 14h30 Conference Roster</b>									
2										
3	Student Name	ID	25-Jan	08-Feb	07-Mar	28-Mar				
4										
5		260283814	1	1	1	1	1	1	1	1
6		260301162	1	1	1	1	1	1	1	1
7		260174709	1	0	1	1	1	0	1	1
8		260279507	1	1	1	1	1	1	1	1
9		260301168	1	1	1	1	1	1	0	0
10		260284216	1	1	1	1	1	1	1	1
11		260221819	1	1	1	1	1	1	1	1
12		260257276	1	1	1	1	1	1	1	1
13		260216681	1	0	1	1	1	1	1	1
14		260188354	1	1	1	1	1	1	1	1
15		260180664	1	1	1	1	1	1	1	1
16		260207611	1	1	1	1	1	1	1	1
17		260221871	0	0	1	0	1	1	1	0
18		260180121	1	0	1	1	1	1	1	1
19		260052827	0	0	0	0	0	0	0	0
20		260283055	1	1	1	1	0	0	1	1
21		260230144	1	1	1	1	1	1	1	1
22		260283076	1	0	1	0	0	0	1	1
23		260263352	1	0	1	1	1	1	1	1
24		260186431	0	0	1	0	1	0	1	0
25		260276064	1	1	1	1	1	1	1	1
26		260220177	1	1	1	1	1	1	1	1
27		260179323	1	1	1	1	1	1	0	0
28		260225146	1	1	1	1	1	1	0	0
29		260054248	1	1	1	1	1	1	1	1
30		260282601	1	1	1	1	1	0	1	1
31		260189809	1	1	1	0	1	1	0	0
32		260279217	1	1	1	0	0	0	1	0

Another way to evaluate discussions is through rubrics. The one below is a very comprehensive example of a rubric designed to evaluate students on all the components of a discussion—feel free to make your own, or adapt this one to your needs.

	Criteria				Points
	4	3	2	1	
<b>Attendance / Promptness</b>	Student is <b>always</b> prompt and regularly attends classes.	Student is late to class <b>once every two weeks</b> and regularly attends classes.	Student is late to class <b>more than once every two weeks</b> and regularly attends classes.	Student is late to class <b>more than once a week</b> and/or has poor attendance of classes.	—
<b>Level Of Engagement In Class</b>	Student proactively contributes to class by offering ideas and asking questions <b>more than once</b> per class.	Student proactively contributes to class by offering ideas and asking questions <b>once</b> per class.	Student <b>rarely</b> contributes to class by offering ideas and asking questions.	Student <b>never</b> contributes to class by offering ideas and asking questions.	—
<b>Listening Skills</b>	Student listens when others talk, both in groups and in class. Student <b>incorporates or builds off</b> of the ideas of others.	Student <b>listens</b> when others talk, both in groups and in class.	Student <b>does not</b> listen when others talk, both in groups and in class.	Student <b>does not</b> listen when others talk, both in groups and in class. Student often <b>interrupts</b> when others speak.	—
<b>Behavior</b>	Student <b>almost never</b> displays disruptive behavior during class.	Student <b>rarely</b> displays disruptive behavior during class.	Student <b>occasionally</b> displays disruptive behavior during class.	Student <b>almost always</b> displays disruptive behavior during class.	—
<b>Preparation</b>	Student is <b>almost always</b> prepared for class with assignments and required class materials.	Student is <b>usually</b> prepared for class with assignments and required class materials.	Student is <b>rarely</b> prepared for class with assignments and required class materials.	Student is <b>almost never</b> prepared for class with assignments and required class materials.	—
				<b>Total----&gt;</b>	—

Source: <http://teachers.teach-nology.com/cgi-bin/classpar.cgi>, last access November 7th, 2011.