

Harkness Rubric 7/30/12

Name: _____

Date/Topic: _____

Grade: _____

Objective	Excellent (A)	Good (B)	Fair (C)	Poor (D or below)
<i>Participation</i>	Takes part on a regular basis but does not dominate. Consistent and constructive	A bit too vocal; could let others speak more OR could speak a bit more regularly	Has to be reminded about being dominant OR has to be reminded to speak up	Domineering OR never or rarely takes part
<i>Engagement</i>	Totally engaged and enthusiastic through words and body language	Engaged	Tends to disengage occasionally	Rarely engaged or little demonstrated interest
<i>Table Behavior</i>	Listens to peers and does not interrupt. Addresses comments to and looks at entire class. Respects others and has earned respect of others	Likes to talk too much. Inconsistent use of names and eye contact or only speaks to part of group. Listens fairly well, not disruptive, but may interrupt occasionally.	Can be distracted or a bit disruptive or interrupts several times. May push away from table or withdraw. Talks just to teacher or individual.	Sometimes disruptive or withdrawn and disconnected. Does not respect others or is not respected.
<i>Articulation</i>	Speaks clearly, succinctly, and articulates ideas well. Thorough explanations	Points generally clear and some explanation of them. May not be succinct.	Hard to understand all points; not thoroughly explained or rambling.	Confusing, convoluted
<i>Text References</i>	Regularly uses specific evidence to support or disprove points.	Occasionally cites evidence	Rarely cites evidence	No evidence used; only opinion
<i>Leadership</i>	Your questions (and comments) shape the discussion in important ways. You actively encourage wide participation and new avenues of inquiry	Some of your points help shape the discussion in new ways.	You make solid points but do not move the discussion in new directions or to greater depth	No leadership evidenced
<i>Critical Thinking</i>	Makes connections to previous comments or other ideas without merely repeating them. Sees the big picture concepts as well as the specific details. Truly understands the issues and raises new ideas or explore others in greater depth. Reasoned points.	Occasionally makes connections. Has a solid understanding of the big concepts and the details. Comments sometimes lead to more in-depth analysis. Sometimes repeats others' ideas.	Can make disparate points about parts of the discussion, but little evidence of broader understanding. May show inaccuracies. Repeats others' points.	Misunderstanding of the issues and/or details.

Comments: