

# Interactive Discussion Scoring Rubric

PHY 310 – *Readings for Teaching High School Physics*  
 Illinois State University Physics Department – Physics Teacher Education Program  
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Discussion Leader(s): \_\_\_\_\_ Peer Evaluator: \_\_\_\_\_

Criterion / Assessment	Good (3 pts)	Fair (2 pts)	Poor/Unacceptable (1-0 pts)	Score
<b>Introduction</b>	Leader gives a clear, concise statement of discussion goal at the outset (e.g., We will examine ways to... We will determine the worth...); avoids a pointless introductory lecture.	Leader gives statement of discussion goal at outset, but is unclear and confuses goal with process (e.g., We will discuss... We will review...); tends to lecture pointlessly at the outset.	Leader gives inadequate or late goal statement or completely fails to give any statement of discussion goal at outset; discussion begins with a long pointless lecture and tends to achieve the goal by itself.	
<b>Question Types</b>	Leader uses a wide variety of question types; uses questions that directly bear on the expressed goal; manages to have students think and talk critically about topic.	Leader uses a limited variety of question types; limited applicability of questions to goal attainment; some use of rhetorical questions.	Leader uses a very limited variety of question types; some showing a degree of inapplicability to goal attainment; does not achieve any reasonable depth of discussion.	
<b>Question Quality</b>	Leader uses concise, clearly phrased questions to ask for the information wanted; leader uses questions that call for detailed answers; makes common use of follow-up questions.	Leader uses quality questions much of the time, but sometimes must restate or rephrase questions in order to clarify them; leader uses a mix of detailed- and short-answer questions, and sometimes a follow-up question.	Leader clearly has not given much thought to develop a meaningful pattern of question that draws students toward achieving the goal of the discussion; leader uses questions that typically call for short answers; hardly any follow-up questions.	
<b>Question Shifting</b>	Leader generally begins discussion with divergent questions and moves toward convergent questions near the end of the discussion.	Leader's choice of questions somewhat erratic but tend to move from divergent to convergent as discussion continues.	Leader does not exhibit any concern for type of questions asked either near the beginning or near the end conclusion; questions do not move from divergent to convergent.	
<b>Wait Time</b>	Leader uses adequate and appropriate wait time to encourage at least one student to respond.	Leader sometimes uses adequate and appropriate wait time to encourage at least one student to respond.	Leader does not employ wait time or does not do so effectively; tends to answer own questions.	
<b>Responding to Students</b>	Leader responds well to students who provide input; acknowledges contributions regularly and thanks with sincerity.	Leader non-uniformly acknowledges contributions provided by students, or uses only such statements as okay, yes, etc.	Leader fails to acknowledge in any reasonable and consistent way contributions made by students.	
<b>Closure</b>	Leader helps students to arrive at a meaningful conclusion to the discussion, restating the original goal, and having students explain its solution or achievement; uses appropriate questioning to ensure attainment of goal.	Leader tends to do his or her own summary; concludes discussion early and quickly due to a lack of time; does a minimal job to determine whether educational goal has been attained.	Leader does not achieve any form of closure or does so very inadequately; runs out of time; does not assess to determine whether students have achieved educational goal.	
<b>Leader Composure</b>	Leader was well prepared to lead the discussion and was clearly confident of subject matter; well poised generally.	Leader generally took long pauses or used rhetorical questions or words like "um" or "you know" or "like" repeatedly.	Leader was clearly unprepared to lead the discussion and expressed lack of self-confidence directly or indirectly; did not make effective use of time.	
<b>Atmosphere</b>	Leader maintained a warm, friendly, and engaging atmosphere; nearly all students are engaged in the discussion; discussion tends to build on prior student comments and has a life of its own.	Leader tended to maintain a reasonable atmosphere for discussion; only about half of the students participate in the discussion; discussion not entirely self-propagating.	Leader maintained a cold atmosphere that is not conducive to a lively discussion; very few students participate in the discussion; discussion relies almost entirely on forced student responses to teacher questions and statements.	
<b>Discussion Quality</b>	Leader maintained a constant two-way flow of talk between self and students or students and student.	Leader conducted a good discussion but interjects one or more lengthy monologues.	Leader essentially conducted a solitary monologue even though interjecting a question from time to time.	
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Additional evaluator comments: \_\_\_\_\_