

Suggested Kialo Discussion Rubric, Focus on Participation (ages 11-13)

Suggested criteria

Learning Outcome	Exceeds expectations	Meets expectations	Approaching expectations	Below expectations
Claim target	Target number of claims reached or exceeded.	Target number of claims reached.	Target number of claims not quite reached.	Number of claims may fall well below target.
Contribution to discussion	<p>All or almost all claims make unique points that build the discussion. Some claims grow the discussion into new, interesting areas. There are very few or no duplicate claims. Linked claims, if made, tie related arguments together.</p> <p>Claims are spread around many different areas of the discussion.</p>	<p>Most claims make points that build the discussion. There may be a few duplicates of claims from other branches. Most linked claims, if made, tie related arguments together.</p> <p>Claims are spread around several different areas of the discussion. One area may receive noticeably more attention.</p>	<p>Some claims make points that build the discussion. There may be many duplicates of claims from the same or other branches. Linked claims, if made, may not make a clear connection between arguments.</p> <p>Most or all claims may be focused on just one area of the discussion.</p>	<p>Most claims do not build the discussion, or most claims are duplicates of other claims.</p>
Engagement with others' ideas	<p>When responding to others' claims, there is a clear effort to understand others' ideas. Responses to others' claims are always related to those claims, showing an attention to others' ideas. Responses never treat others' ideas unfairly.</p>	<p>When responding to others' claims, there is an effort to understand others' ideas. Responses to others' claims are always or almost always related to those claims. Most responses treat others' ideas fairly, and where they do not, this does not seem deliberate.</p>	<p>When responding to others' claims, there is a minimal effort to understand others' ideas. Several responses to others' claims may not be related to those claims. Several responses may treat others' ideas unfairly.</p>	<p>When responding to others' claims, there is little or no effort to understand others' ideas. Responses to others' claims are mostly unrelated and/or mostly unfair to others' ideas.</p>
Clarity	All or almost all claims are clearly written and easy to understand.	Most claims are clearly written and easy to understand.	Most claims are generally understandable, but sometimes only with effort.	Most claims are difficult or impossible to understand.

Optional criteria

Learning Outcome	Exceeds expectations	Meets expectations	Approaching expectations	Below expectations
Collaboration*	<p>The student makes many comments that give feedback to other students.</p> <p>The student is respectful and tries to help everyone work together.</p>	<p>The student makes several comments that give feedback to other students.</p> <p>The student is respectful. Most of the student's comments may be responding to other students rather than starting new conversations.</p>	<p>The student only makes one or two comments on the discussion, or the student's comments don't do much to improve the discussion.</p>	<p>The student does not attempt to comment on the discussion, or the student's comments harm the discussion by being disrespectful.</p>
Topic knowledge	<p>Claims show a deep knowledge of the discussion topic. Claims include a wide range of factual information about the topic.</p> <p>Claims are generally based in fact and logic, and where they are not, they bring ideas that are worth discussing into the discussion (like common myths).</p>	<p>Claims show a solid knowledge of the discussion topic. Claims include a range of generally factual information about the topic, although some small mistakes may be present.</p> <p>Some nonfactual or illogical claims (like common myths) may be made so that they can be rebutted.</p>	<p>Claims show a beginner's knowledge of the discussion topic. Claims generally contain factual information, but there may be a very limited range of information. There may be some notable mistakes.</p> <p>Some nonfactual or illogical claims (like common myths) may be made so that they can be rebutted.</p>	<p>Claims show very little or no knowledge of the discussion topic.</p>
Usage of sources	<p>When using facts to make an argument, claims link to good sources. Sources always or almost always support claims with relevant, reliable information.</p> <p>The important information from a source is quoted or explained in the quotation box.</p>	<p>When using facts to make an argument, claims often link to good sources. Sources usually support the claim being made with relevant, reliable information. A few sources may not be high quality, but they are not untrustworthy.</p> <p>Important information from a source is usually quoted or explained in the quotation box. Some of these quotations/ explanations may be too long to easily find the important information.</p>	<p>When using facts to make an argument, some claims link to good sources. Sources do not always support the claim, may not be high quality, and/or there may be a number of untrustworthy sources.</p> <p>There is an attempt to quote or explain important information from sources within the quotation box.</p>	<p>Claims that are using facts to make an argument mostly do not link to sources and/or link to unrelated or unreliable information.</p>
Grammar and punctuation	<p>There are very few or no mistakes in grammar or punctuation.</p>	<p>There may be some mistakes in grammar or punctuation, but they do not make the claims very hard to understand.</p>	<p>There may be a number of mistakes in grammar or punctuation that can make the claims harder to understand.</p>	<p>Serious mistakes in grammar and punctuation make most claims very difficult or impossible to understand.</p>

* We recommend using this criterion only for discussions that are expected to run over more than one supervised class period (e.g. as a homework task).