

MathChat! Discussion Rubric

Name: _____

Class: _____ Date: _____

	4 Advanced	3 Proficient	2 Emerging	1 Beginning	0 Off Task	Score
Using Accountable Talk	Whole-class discussion was led by the scholars with little teacher assistance. Scholars built on each other's remarks and used accountable talk stems at all times to create a positive, productive discussion. Student discussion reflects multiple perspectives and deep content knowledge.	Whole-class discussion is led by scholars with some teacher assistance. Scholars build on and respond respectfully to other scholars' remarks to create a fluid conversation. While using accountable stems, scholars showed evidence of content knowledge.	Discussion is led by scholars with some teacher assistance. Conversation lacks depth, expresses views/re-states questions or points that were previously made.	Discussion is addressed at the teacher; not to each other and does not clearly use accountable talk stems to express ideas. Students do not listen actively to one another in order to have a productive conversation.	Students were unwilling or unprepared to refer to text evidence, or to share their ideas in a discussion.	
Asking Questions and Solving Problems Did every scholar participate?	Actively incorporates every student into the discussion by summarizing, building on, clarifying, verifying, or challenging ideas or conclusions. Qualifies or justifies own views and understanding and makes new connections from the evidence.	Incorporates some students into the discussion by summarizing, building on, clarifying, verifying, or challenging ideas or conclusions and making new connections from the evidence and reasoning presented.	Incorporates only a few students into the discussion by summarizing, building on, clarifying, verifying, or challenging ideas or conclusions.	Does not incorporate others into the discussion or qualify/justify own views and understanding.	Disrespectful of others. Behavior indicates total and absolute non-involvement with group or discussion.	
Communication	Always uses sources and mathematical evidence to support their claims and brings conversation to a deeper level.	Frequently uses sources and mathematical evidence to support their claims, but does not push others to deeper levels of thinking.	Occasionally uses sound logical reasoning or examples to support their opinions and claims.	Does not use any sources, reasoning, or mathematical evidence to support their opinions, simply states their thoughts.	No productive ideas or use of resources or mathematical evidence.	

Developed by Rich Roder, Michelle Rand, Daniel Page, and Christina Vagenas, Queens United Middle School. Adapted with permission.