Sharing Super Strategies

SCORED DISCUSSION

*Adapted by **Nadine Laham**, **Lauren Brown**,*
*and **Susan Santy**, Language Arts Teacher,*
Crystal Lake Middle School,
Broward County School District, Florida

Whenever we have classroom discussions, we use the Scored Discussion[1] graphic organizer to assess the students' participation.

At the beginning of the term, the chart is visible to the entire class on an overhead projector. We record the students' names across the top of the chart and place tally marks in the appropriate boxes according to each student's contribution to the discussion, either productive or non-productive remarks. Once students become familiar with the discussion rubric, we remove it from the overhead projector and place it on a clipboard.

Using the Scored Discussion graphic organizer has improved the quality of discussion in our classes, provided documentation for parent conferences, and objectively determined each student's class participation grade.

When students receive immediate feedback from the tally marks on the Scored Discussion sheet, they quickly self-correct non-productive behavior.
We further reinforce productive discussion by giving rewards each week to students with the most "productive" tally marks.

We find, during classroom discussions, students respect each other more, listen more, and dominate the discussion less when we use the Scored Discussion graphic organizer.

[1] Original Scored Discussion graphic organizer by Dr. Fred Newman, University of Wisconsin.

SCORED DISCUSSION

	student name	student name	student name	student name	student name	student name
PRODUCTIVE						
Presenting a view point						
Making relevant comments						
Using evidence to support						
Pointing out contradictions						
Recognizing irrelevant comments						
Providing an example						
Making a connection						
Developing an analogy						
Asking clarifying questions						
Using active listening skills						
Appling information learned						
NON-PRODUCTIVE						
Not paying attention						
Interrupting						
Making irrelevant comments						
Monopolizing						
Making personal attacks						
TOTAL						

DATE _____ PERIOD _____

NOTE: This article first appeared in the Fall 2003 *Comments from CRISS*® newsletter. All material is copyrighted. Permission is granted to photocopy or print this article in its entirety, as long as all credits remain intact with the article and the Project CRISS copyright appears on the materials. This article may not be used in any other publication in any medium, without the express, written permission of Project CRISS.
©Project CRISS