

Assessment Form for Group Discussion

Course

Assessor

Course/Module Name:

Assessor Name:

Discussion Topic:

Date:

No.	Criteria	Name of Students								
		Weight	Raw Score x Weight							
1.	Critical Thinking Skills	2								
2.	Contribution Level	2								
3.	Leadership	1								
4.	Interpersonal Skills	2								
5.	Delivery Skills	1								
Total Score										
Numerical Grade										

Note: Numerical Grade = (Total Score/32) x 100

At the end of session, please give feedback on students' performance during group discussion.

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Assessment Rubric

Criteria	Performance Levels and Descriptors			
	4: Excellent	3: Good	2: Fair	1: Poor
Critical Thinking Skills	Thoroughly identifies and addresses key aspects of the problem and insightfully uses facts and relevant evidence from credible source of information to support and defend potentially valid solutions.	Identifies and addresses key aspects of the problem and uses facts and relevant evidence from credible source of information to develop potentially valid conclusions or solutions.	Identifies and addresses some aspects of the problem; develops possible conclusions or solutions using some inappropriate opinions and irrelevant information.	Identifies and addresses only one aspect of the problem but develops untestable hypothesis; or develops invalid conclusions or solutions based on opinion or irrelevant information.
Contribution Level	Arguments are reasonable and supported with evidence from the readings. Often deepens the conversation by going beyond the text, recognizing implications and extensions of the text. Provides analysis of complex ideas that help deepen the inquiry and further the conversation.	Arguments are reasonable and mostly supported by evidence from the readings. In general, the comments and ideas contribute to the group's understanding of the material and concepts.	Contributions to the discussion are more often based on opinion or unclear views than on reasoned arguments based on the readings. Comments or questions suggest a difficulty in following complex lines of argument or student's arguments are difficult to understand.	Comments are frequently so illogical or without substantiation that others are unable to critique or even follow them.
Leadership	Takes responsibility for maintaining the flow and quality of the discussion whenever needed. Helps to redirect or refocus discussion when it becomes sidetracked or unproductive. Makes efforts to engage unenthusiastic participants.	Will take on responsibility for maintaining flow and quality of discussion, and encouraging others to participate but either is not always effective or is effective but does not regularly take on the responsibility.	Rarely takes an active role in maintaining the flow or direction of the discussion. When put in a leadership role, often acts as a guard rather than a facilitator: constrains or biases the content and flow of the discussion.	Does not play an active role in maintaining the flow of discussion or undermines the efforts of others who are trying to facilitate discussion.
Interpersonal Skills	Student shows respect for members of the class, both in speech and manner, and for the discussion process. Listens attentively to others as evidenced by regularly building on, clarifying, or responding to their comments. Often reminds group of comments made by someone earlier that are related.	Student shows respect for members of the class and the discussion process. Often listens well and takes steps to check comprehension by asking clarifying and probing questions, and making connections to earlier comments. Responds to ideas and questions offered by other participants.	Student shows little respect for members of the class and the discussion process. Does not listen well as indicated by the repetition of comments or questions presented earlier, or frequent incoherent statements.	Student shows a lack of respect for members of the class and the discussion process. Behavior reflects a failure to listen or attend to the discussion as indicated by repetition of comments and questions, incoherent statements, off-task activities.
Delivery Skills	Consistently speaks in a clear and audible voice, clearly articulates ideas, demonstrates a strong, positive feeling about topic.	Speaks in a somewhat clear voice, most members can hear the ideas, sometimes hesitates.	Speaks in a low voice, members have difficulty hearing the ideas, frequently hesitates.	Speaks in a barely audible voice, mumbles, shows absolutely no interest.