**Quote of the Day Discussion Rubric**

<table>
<thead>
<tr>
<th>Group Members:</th>
<th>Consistent Mastery</th>
<th>Approaching Mastery</th>
<th>Developing Mastery</th>
</tr>
</thead>
</table>

**Argument** – the argument is clear, persuasive, and original. It makes a debatable inference.

**Context** – the situation setting up the quote is clearly and briefly summarized in present tense.

**Quotation** – the group selects a unique and significant passage, of an appropriate length, that relates well to their argument.

**Analysis** – the group selects some key details from the quote to examine closely, and clearly explains how the quote proves the argument.

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**Graded Discussion Rubric Option #1**

<table>
<thead>
<tr>
<th>Student:</th>
<th>Consistent Mastery</th>
<th>Approaching Mastery</th>
<th>Developing Mastery</th>
</tr>
</thead>
</table>

**Insight** – the comments were clear, thoughtful, and original. Comments moved beyond what is readily observable and made clever inferences.

**Specificity** – the comments related to a specific moment or moments in the text. Those moments were read aloud or paraphrased.

**Connection** – The commenter is obviously listening. Their comment related to, but did not restate, other comments, and responded to the topic at hand.

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**Graded Discussion Rubric Option #2**

<table>
<thead>
<tr>
<th>Student:</th>
<th>Consistent Mastery</th>
<th>Approaching Mastery</th>
<th>Developing Mastery</th>
</tr>
</thead>
</table>

**Arguments** – the commenter made clear, persuasive, and original points that moved beyond what is readily observable, making inferences.

**Evidence** – the commenter related their arguments to specific and well-chosen moments in the text. Those moments were read aloud or paraphrased.

**Analysis** – it was clear why the commenter chose their evidence. They explained why and how the evidence proves a point.

**Organization** – The commenter is obviously listening. Their comments addressed the topic at hand, they explained how their comments related to peer’s comments, and they did not restate what was already said.

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Rubrics created by Kara McPhillips