

## **Discussion Peer Evaluation Rubric**

**Context:** Dr. Lisa Rodrigues, Geography and the Environment, has used this rubric for different environmental science courses where students are required to lead one or more of the class discussion periods. These courses have been Environmental Policy & Management and a capstone seminar course called, Environmental Issues Seminar. These courses are typically more advanced courses: the first includes students beyond the freshman level, the second is only open to graduating seniors. The rubric is distributed to students to conduct peer evaluations and the faculty member also uses it for her own evaluations (although the faculty's are weighted more).

For the senior seminar class, the faculty member had the students discuss the rubric early in the semester and then in collaboration the students and the faculty developed the final one to use together; the final rubric was very similar (although not identical) to the one provided. The faculty member based the original rubric on various online resources related to evaluating student-led discussions.

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Evaluator's Name: \_\_\_\_\_

Speaker's Name: \_\_\_\_\_

Critically evaluate the content and quality of each student-led discussion. Circle one value for each category, where 1 is poor and 5 is excellent. Additional comments can be written below. Your name will be used for attendance purposes only and will not be passed onto the speakers.

<b>Knowledge of Topic/Overall Content</b> – <i>good coverage of relevant material and a well-versed, knowledgeable speaker</i>				
Large gaps in information presented. Lack of knowledge on topic. Clearly not prepared.  <b>1</b>	Missing some information and speaker not well prepared or knowledgeable about topic.  <b>2</b>	Good overview of topic, but debate is very one-sided. Speaker is prepared for topic.  <b>3</b>	Missing some relevant background information. Speaker is well-versed in topic and knowledgeable.  <b>4</b>	Good overview of policy, management, & background with thorough assessment of the main debate. Speaker is well-versed in topic and knowledgeable.  <b>5</b>
<b>Speaking Ability</b> – <i>clearly presented (i.e., good tone, use of gestures, level of enthusiasm) and able to maintain a good conversation</i>				
Not clear or well-spoken. Unable to lead/maintain conversation on topic.  <b>1</b>	Presentation was difficult to follow; speaker was not practiced and/or was unsure.  <b>2</b>	Presentation lacking two of the 'clear' characteristics, but relied heavily on notes (minimal eye-contact). Maintained conversation at good pace.  <b>3</b>	Presentation lacking one of the 'clear' characteristics, some reliance on notes. Maintained conversation at good pace.  <b>4</b>	Clear presentation, good eye-contact with audience. Able to maintain conversation. Followed at a good pace.  <b>5</b>
<b>Visual Aids</b> – <i>use of slides and/or multimedia that is relevant, clear, and adds to the overall discussion</i>				
No visual aids used.  <b>1</b>	Pictures and text were not relevant and/or poor visual aid quality that distracted from overall discussion.  <b>2</b>	Relevant pictures and/or text for topic. Quality of slides needs improvement. Some multi-media distracted from overall discussion.  <b>3</b>	Relevant pictures and/or text for topic that were not overused, but quality (color, size, amount of text) of visual aids could be improved.  <b>4</b>	Relevant pictures and/or text for topic. Easy to read. Good color choice for slides. Excellent use of multi-media – added to rather than distracted from overall discussion. Avoided overuse.  <b>5</b>
<b>Choice of Assigned Readings</b> – <i>select an interesting and relevant reading that aids the overall discussion</i>				
Readings not discussed during class.  <b>1</b>	Less discussion of readings in class and no relevance to the topic.  <b>2</b>	Discussed in class, but relevance to the overall topic was not made clear.  <b>3</b>	Relevant and appropriately discussed in class, but difficult to read/follow/understand.  <b>4</b>	Relevant, easy to read, good length, appropriately discussed in class.  <b>5</b>
<b>Overall Creativity</b> – <i>class was both engaging and informative</i>				
	Class period was lacking in creativity.  <b>2</b>	Class period was informative with few creative elements.  <b>3</b>	Class period was informative with some creative elements.  <b>4</b>	Class period was both engaging and informative. Info presented in both a creative and relevant way.  <b>5</b>

Total: \_\_\_\_\_/25

Additional comments: