**Discussion Assessment: The Catcher in the Rye**

As part of your assessment for this unit, you’ll participate in a small group discussion about the novel. This conversation will demonstrate your discussion skills and your depth of engagement with Catcher. Here’s what it will look like:

1. You work together with 2 other students. However, you won’t be graded together and don’t need to prepare together. Each small group will spend about 10 minutes in discussion. I will be present to assess you but I will not be leading the conversation.
2. Each participant will come prepared with a **question for the group or passage to discuss**.
3. One participant will volunteer to start a discussion about the book with their passage or question. If all goes well, your group will engage in a genuine and pleasurable conversation that results in deeper understandings for you all.
4. You will finish by completing a self-assessment (with the rubric on the reverse). The teacher you meet with will check your self-assessment rubric and together you’ll agree on a suitable grade. This is an individual assessment, not a group assessment.

As you prepare, think about:

* Holden: who is he? What motivates him, and what causes him to behave and think the way he does? What does he understand about himself, and what does he fail to understand about who he is?
* The place – New York and Pencey Prep - how does it affect Holden? What role does the setting play in the story?
* The themes: what big ideas is this novel exploring? What is it teaching you, or asking you to think about?

Rubric: On the reverse. Notice that you’ll be assessed for both your **knowledge of the novel** and your **oral language and discussion skills**.

My date/time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Presentation Rubric: Novel Study Discussion Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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|  | **Beginning (6 and below)** | **Developing (7-8)** | **Achieving (9-10)** | **Advanced (11-12)** |
| **Engagement with Novel’s Ideas** | -minimal knowledge of text, or misunderstanding-little ability to support and clarify ideas with examples | -some understanding of the themes and ideas of the text-may rely mainly on summary-may only be able to discuss part of the novel-offers some support for ideas | -demonstrates good understanding of the text-thoughtful observations about character and theme-offers specific support for points and ideas across the entire text-may make connections with other texts/ideas | -excellent knowledge and understanding of the text-makes insightful comments and observations; willing to take risks-supports points and ideas with specific examples-may make meaningful connections with other texts and ideas |
| **Discussion Skills** | -doesn’t participate fully in conversation – teacher needs to intervene-reluctant to elaborate or expand, even with prompting-body language isn’t usually appropriate-may dominate conversation  | -participates in conversation – teacher may need to guide-body language is usually appropriate-needs some prompting to elaborate-may focus interaction on teacher, not group | -able to participate fully in conversation; teacher is participant-body language and tone are appropriate and welcoming-elaborates and expands without prompting-engages other group members in conversation | -able to lead conversation; teacher is participant-body language and tone suggest ease, confidence, and encouragement -elaborates, expands, and supports points; takes risks-brings up everyone in the conversation |

Grade: /12