

**Gattaca Fishbowl Discussion Rubric**

<b>Outcome</b>	<b>Out of Range</b>	<b>Below Level</b>	<b>At Level</b>	<b>Above Level</b>
<p><b><i>Explain Opinions (1.2.2)</i></b>                      Explain opinions, providing support of reasons; anticipate other viewpoints.</p>	<p>Student does not participate in discussion.</p>	<p>Student is vague in their explanations and/or provides limited support for their position.</p> <p>Student does not anticipate other viewpoints or is limited in their exploration of ideas.</p>	<p>Student has clear opinion and provides clear and logical support.</p> <p>Student anticipates other viewpoints.</p>	<p>Student has shown sophistication and insight in their analyses.</p>
<p><b><i>Extend Understanding (1.2.4)</i></b>                      Extend understanding by considering multiple perspectives, research data and audience diversity when generating and responding to texts.</p>	<p>Student does not participate in discussion.</p>	<p>Student is limited in their consideration of ideas that do not support their original opinion.</p>	<p>Student successfully considers ideas that do not support their original opinion and utilizes them to extend their understanding of the issue.</p>	<p>Student shows insight in their consideration of ideas that do not support their original opinion and utilizes them to extend their understanding of the issue.</p>
<p><b><i>Prior Knowledge (2.1.1)</i></b>                      Apply personal experiences and prior knowledge of language and texts to develop understanding and interpretations of a variety of texts.</p>	<p>Student does not participate in discussion.</p>	<p>Student makes limited connections between their personal experience and the text.</p>	<p>Student competently analyzes the connections between their personal experiences and the text.</p>	<p>Student is insightful and thorough in their analysis of the connections between their personal experiences and the text.</p>
<p><b><i>Connect Self, Texts, and Culture (2.2.2)</i></b>                      Respond personally and critically to individuals, events, and ideas presented in a variety of Canadian and international texts.</p>	<p>Student does not participate in discussion.</p>	<p>Student is limited in their response/critique of the different perspectives presented.</p>	<p>Student responds to the text in a critical and thoughtful manner.</p>	<p>Student responds to the text in a mature and sophisticated manner.</p>
<p><b><i>Ask Questions (3.1.2)</i></b>                      Formulate questions to focus and guide inquiry or research.</p>	<p>Student does not ask any questions.</p>	<p>Student asks content-based questions that do not lead to discussion.</p> <p>Student only asks 1-5 questions.</p>	<p>Student asks thoughtful questions that require thoughtful consideration of the themes and ideas presented in <i>Gattaca</i>.</p> <p>Student asks at least 8 questions.</p>	<p>Student asks insightful questions that deal with the issues presented in <i>Gattaca</i>.</p> <p>Student asks 10 or more questions.</p>

<p><b><i>Attentive Listening and Viewing (4.4.3)</i></b>                  Demonstrate active listening and viewing behaviours to understand and respond to presentations using a variety of means.</p>	<p>Student does not participate in discussion.</p>	<p>Student interrupts others by talking or “goofing” off while they are talking.                   Student does not refer to viewpoints of others or is limited in considering ideas other than their own.</p>	<p>Student listens quietly and respectfully when others are speaking.                   Student effectively evaluates classmates’ viewpoints in their own response.</p>	<p>Student listens attentively while others are presenting ideas.                   Student shows insight in their evaluation of classmates’ viewpoints.</p>
<p><b><i>Effective Oral and Visual Communication (4.4.2)</i></b>                  Use appropriate voice production factors to enhance audience understanding.</p>	<p>Student does not participate in discussion.</p>	<p>Student is unclear or vague in their opinions.</p>	<p>Student’s arguments are clear and supported by specific information from the text or their own experience.</p>	<p>Student’s arguments are convincing and insightful.                   Student’s personal experience and information from the text offer solid support for their arguments.</p>
<p><b><i>Use Language to Show Respect (5.1.3)</i></b>                  Recognize and analyze how language, symbols and images are used to include or exclude people across cultures, races, genders, ages and abilities.</p>	<p>Student does not participate in discussion.</p>	<p>Student mocks ideas that are different than their own.                   Student ridicules/insults classmates.                   Student uses language that is offensive.</p>	<p>Student is careful to dispute the ideas without offending others.                   Student shows respect to all members of the class.</p>	<p>Student is sophisticated in the way that they respond to their classmates.                   Student sets a positive tone for others in the class.</p>
<p><b><i>Share and Compare Responses (5.2.1)</i></b>                  Consider various ideas, evidence, and viewpoints to expand understanding of texts, others, and self.</p>	<p>Student does not participate in discussion.</p>	<p>Student is limited in their comparison of their own ideas and those of others.</p>	<p>Student shares his/her ideas and compares them with those presented in the movie and those presented by their classmates.</p>	<p>Student is sophisticated/insightful in his/her presentation and comparison of ideas.</p>