

Socratic Seminar Rubric

	Does Not Meet Standard 1	Approaching Standard 2	Meets Standard 3	Exceeds Standard 4
Conduct	<ul style="list-style-type: none"> • Displays little respect for the learning process; interrupts frequently • Takes advantage of minor distractions • Uses inappropriate discussion skills • Speaks about issues not related to the ideas under discussion; arrives unprepared 	<ul style="list-style-type: none"> • Participates and expresses a belief that his or her ideas are important in understanding the text • May make insightful comments but is either too forceful or too shy and does not contribute to the progress of the conversation • Tends to debate rather than engage in dialogue 	<ul style="list-style-type: none"> • Generally shows composure but may display impatience with contradictory or confusing ideas • Comments, but does not necessarily encourage others to participate • May tend to address only the teacher 	<ul style="list-style-type: none"> • Demonstrates respect for the learning process • Has patience with different opinions and complexity • Shows initiative by asking others for clarification • Brings others into the conversation • Moves the conversation forward • Addresses others in a civil manner, using a collegial and friendly tone
Speaking and Reasoning	<ul style="list-style-type: none"> • Is extremely reluctant to participate even when called on • Comments in an off-topic or irrelevant way • Mumbles or expresses incomplete ideas • Takes little to no account of previous comments or important ideas in the text 	<ul style="list-style-type: none"> • Responds to questions but may have to be called on • Has read the text but not put much effort into preparing ideas • Comments in a way that takes details into account, but the comments do not flow logically in the conversation 	<ul style="list-style-type: none"> • Responds to questions voluntarily • Comments in a way that shows an appreciation for the text but not an appreciation for the subtler points within it • Writes comments that are logical but not connected to other speakers • Shares ideas interesting enough that others respond to them 	<ul style="list-style-type: none"> • Understands questions before answering • Cites evidence from text • Expresses thoughts in complete sentences • Moves conversation forward • Makes connections among ideas • Resolves apparent contradictory ideas • Considers others' viewpoints • Avoids poor logic

	Does Not Meet Standard 1	Approaching Standard 2	Meets Standard 3	Exceeds Standard 4
Listening	<ul style="list-style-type: none"> • Appears uninvolved in the seminar • Writes comments that display complete or significant misinterpretation of other participants' comments 	<ul style="list-style-type: none"> • Appears to find some ideas unimportant while responding to others • May display confusion due to inattention • Takes few notes during the seminar in response to ideas and comments 	<ul style="list-style-type: none"> • Generally pays attention and responds thoughtfully to ideas and questions of other participants • Absorption in own ideas may distract the participant from ideas of others 	<ul style="list-style-type: none"> • Pays attention to details • Writes notes • Takes responses of all participants into account • Listens to others respectfully by making eye contact with the speaker and waiting her or his turn to speak • Points out faulty logic respectfully
Reading	<ul style="list-style-type: none"> • Is unprepared for the seminar • Is unfamiliar with important words, phrases, and ideas in the text • Takes no notes or marks no questions in the text • Makes no attempt to get help with difficult material 	<ul style="list-style-type: none"> • Appears to have read or skimmed the text but shows little evidence of serious reflection prior to the seminar • Shows difficulty with vocabulary • Mispronounces important words • Key concepts misunderstood 	<ul style="list-style-type: none"> • Has read the text and comes with good understanding 	<ul style="list-style-type: none"> • Thoroughly familiar with the text • Has written notations • Highlights key words, phrases, and ideas