

## SOCRATIC SEMINAR ANALYTIC RUBRIC

	Excellent	Good	Fair	Unsatisfactory
<b>Conduct</b>	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; speaks to all of the participants; avoids talking too much.	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 or get into debates.	Participates and expresses a belief that his/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, not dialogue.	Displays little respect for the learning process; argumentative; takes advantage of minor distractions; uses inappropriate language; speaks to individuals rather than ideas; arrives unprepared without notes, pencil/pen or perhaps even without the text.
<b>Speaking &amp; Reasoning</b>	Understands question before answering; cites evidence from text; expresses thoughts in complete sentences; move conversation forward; makes connections between ideas; resolves apparent contradictory ideas; considers others' viewpoints, not only his/her own; avoids bad logic.	Responds to questions voluntarily; comments show an appreciation for the text but not an appreciation for the subtler points within it; comments are logical but not connected to other speakers; ideas interesting enough that others respond to them.	Responds to questions but may have to be called upon by others; has read the text but not put much effort into preparing questions and ideas for the seminar; comments take details into account but may not flow logically in conversation.	Extremely reluctant to participate even when called upon; comments illogical and meaningless; may mumble or express incomplete ideas; little or no account taken of previous comments or important ideas in the text.
<b>Listening</b>	Pays attention to details; writes down questions; responses take into account all participants; demonstrates that he/she has kept up; points out faulty logic respectfully; overcomes distractions.	Generally pays attention and responds thoughtfully to ideas and questions of other participants and the leader; absorption in own ideas may distract the participant from the ideas of others.	Appears to find some ideas unimportant while responding to others; may have to have questions or confusions repeated due to inattention; takes few notes during the seminar in response to ideas and comments.	Appears uninvolved in the seminar; comments display complete misinterpretation of questions or comments of other participants.
<b>Reading</b>	Thoroughly familiar with the text; has notations and questions in the margins; key words, phrases, and ideas are highlighted; possible contradictions identified; pronounces words correctly.	Has read the text and comes with some ideas from it but these may not be written out in advance; good understanding of the vocabulary but may mispronounce some new or foreign words.	Appears to have read or skimmed the text but has not marked the text or made meaningful notes or questions; shows difficulty with vocabulary; mispronounces important words; key concepts misunderstood; little evidence of serious reflection prior to the seminar.	Student is unprepared for the seminar; important words, phrases, ideas in the text are unfamiliar; no notes or questions marked in the text; no attempt made to get help with difficult material.

(Adapted with permission from Paul Raider)

## SOCRATIC SEMINAR: HOLISTIC PARTICIPATION RUBRIC

PARTICIPATION IS OUTSTANDING	<ul style="list-style-type: none"> <li>➤ Participant offers enough solid analysis, without prompting, to move the conversation forward</li> <li>➤ Participant, through his/her comments, demonstrates a deep knowledge of the text and the question</li> <li>➤ Participant has come to the seminar prepared, with notes and a marked/annotated text</li> <li>➤ Participant, through his/her comments, shows that he/she is actively listening to other participants</li> <li>➤ She/he offers clarification and/or follow-up that extends the conversation</li> <li>➤ Participant's remarks often refer to specific parts of the text</li> </ul>
PARTICIPATION IS VERY GOOD	<ul style="list-style-type: none"> <li>➤ Participant offers solid analysis without prompting</li> <li>➤ Through his/her comments, participant demonstrates a good knowledge of the text and the question</li> <li>➤ Participant has come to the seminar prepared with notes and/or a marked/annotated text</li> <li>➤ Participant shows that he/she is actively listening to others. She/he offers clarification and/or follow-up</li> </ul>
PARTICIPATION IS SATISFACTORY	<ul style="list-style-type: none"> <li>➤ Participant offers some analysis, but needs prompting from the seminar leader and/or others</li> <li>➤ Through his/her comments, participant demonstrates a general knowledge of the text and the question</li> <li>➤ Participant is less prepared, with few notes and no marked/annotated text</li> <li>➤ Participant is actively listening to others, but does not offer clarification and/or follow-up to others' comments</li> <li>➤ Participant relies more upon his/her opinion, and less on the text to drive his/her comments</li> </ul>
PARTICIPATION IS NOT SATISFACTORY	<ul style="list-style-type: none"> <li>➤ Participant offers little commentary</li> <li>➤ Participant comes to the seminar ill-prepared with little understanding of the text and question</li> <li>➤ Participant does not listen to others, offers no commentary to further the discussion</li> </ul>

Reconfigured rubric based on Adams@studyguide.org