

## SOCRATIC SEMINAR ANALYTIC RUBRIC

	Excellent	Good	Fair	Unsatisfactory
<b>Conduct</b>	Demonstrates respect for the learning process; has patience with different opinions; 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.	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.	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 the text.
<b>Speaking &amp; Reasoning</b>	Understands question before answering; cites evidence from text; expresses thoughts in complete sentences; moves 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; 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; makes little response 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 comments and questions that connect to text; key words, phrases, and ideas are expressed and they tie to text; possible contradictions identified; pronounces words correctly.	Has read the text and comes with some ideas from it, but may not be familiar enough to participate; good understanding of the vocabulary but may mispronounce some new words.	Appears to have read or skimmed the text but does not make a meaningful contribution to the discussion; 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 attempt made to get help with difficult material.

(Adapted with permission from Paul Raider) (Adapted for third grade by Kay Mann)