

Socratic Seminars

6th-8th Grades Summer Reading

Guidelines for Participants in a Socratic Seminar

1. Refer to notes based on guiding questions when needed during the discussion.
2. A seminar is not a test of memory. You are not "learning a subject"; your goal is to understand the ideas, issues, and values reflected in your book or the text.
3. Do not stay confused; ask for clarification.
4. Stick to the point currently under discussion.
5. Take turns speaking.
6. Listen actively by participating.
7. Speak clearly so that all can hear you.
8. Talk to each other, not just to the leader or teacher.
9. Discuss ideas rather than each other's opinions.

Expectations of Participants in a Socratic Seminar

When I am evaluating your Socratic Seminar participation, I ask the following questions about participants. Did they....

Speak clearly?

Cite reasons/evidence for their statements based on guiding question notes?

Use notes to find support?

Listen to others respectfully?

Stick with the subject?

Talk to each other, not just to the leader?

Paraphrase accurately?

Ask for help to clear up confusion?

Support each other?

Question others in a civil manner?

Seem prepared?

Socratic Seminar: Participant Rubric

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| 4 | <ul style="list-style-type: none"><input type="checkbox"/> Participant offers 2 or more points of analysis, without prompting<input type="checkbox"/> Participant, through his/her points of analysis, clarifying questions or connected commentary, demonstrates a complete knowledge of the text and the guiding questions<input type="checkbox"/> Participant has come to the seminar prepared, with completed notes based on the guiding questions<input type="checkbox"/> Participant, through his/her comments, listens actively to others' points of analysis and offers clarification and/or follow-up |
| 3 | <ul style="list-style-type: none"><input type="checkbox"/> Participant offers at least 1 point of analysis without prompting<input type="checkbox"/> Through points of analysis, clarifying questions or connected commentary, participant demonstrates knowledge of the majority of the text and the guiding questions<input type="checkbox"/> Participant has come to the seminar prepared, with notes based on a majority of the guiding questions<input type="checkbox"/> Participant, through his/her comments, listens actively to others' points of analysis |
| 2 | <ul style="list-style-type: none"><input type="checkbox"/> Participant offers at least 1 point of analysis, but needs prompting from the seminar leader<input type="checkbox"/> Through points of analysis, clarifying questions or connected commentary, participant demonstrates a partial knowledge of the text and guiding questions<input type="checkbox"/> Participant comes to the seminar with notes based on a few of the guiding questions<input type="checkbox"/> Participant listens to others' points of analysis |
| 1 | <ul style="list-style-type: none"><input type="checkbox"/> Participant offers no commentary<input type="checkbox"/> Participant comes to the seminar ill-prepared with no notes based on the guiding questions and with no understanding of the text<input type="checkbox"/> Participant distracts the group by interrupting other speakers or by repeatedly offering off topic questions and comments.<input type="checkbox"/> Participant ignores the discussion and its participants |