

# *Socratic Seminar Rubric*

## *By Arrabella*

Category	4	3	2	1
Timing/ Participation	<ul style="list-style-type: none"> <li>-Student had made very good use of time given</li> <li>-Student spoke at least as many times as one less than the amount of time given (ex. 5 times in 6 minutes)</li> <li>-At the end of the seminar, student should have received at least 5 checks</li> </ul>	<ul style="list-style-type: none"> <li>-Student did not speak many times as expected</li> <li>-Did not receive at least 5 checks after seminar ends</li> <li>-Did not contribute very much to conversation</li> <li>-Meets expectations</li> </ul>	<ul style="list-style-type: none"> <li>-Student spoke very little during seminar</li> <li>-Did not seem part of the discussion at all</li> <li>-Does not have anything to add when asked to contribute to conversation</li> <li>-Does not meet expectations</li> </ul>	<ul style="list-style-type: none"> <li>-Student did not speak at all during the seminar</li> <li>-Has received little amount of checks</li> <li>-Does not meet expectations or isn't seen giving any effort during the seminar.</li> </ul>
Preparation	<ul style="list-style-type: none"> <li>-Student has prepared for the socratic seminar by gathering evidence, information, notes, and any other assignments given, such as homework</li> <li>-Started preparing several nights before</li> </ul>	<ul style="list-style-type: none"> <li>-Student has prepared, but has not thoroughly analyzed all information</li> <li>-Has started to prepare the night before</li> <li>-Student does not have much extra information other than text</li> </ul>	<ul style="list-style-type: none"> <li>-Student has relied on classwork or other class discussions to speak during socratic seminar.</li> <li>-Student only has text during the seminar</li> </ul>	<ul style="list-style-type: none"> <li>-Has not prepared at all for the seminar</li> <li>-Does not have any evidence or any other documents of information to help aid the student during the current conversation.</li> </ul>
Understanding	<ul style="list-style-type: none"> <li>-Student proves clear understanding of the topic</li> <li>-Is able to discuss many topics, able to stick to the question asked and relate different topics</li> <li>-Starts many of the topics being discussed</li> </ul>	<ul style="list-style-type: none"> <li>-The student is able to understand most general ideas being shared</li> <li>-Contributes off of other people's ideas</li> <li>-Is able to share additional information or perspective during the discussion.</li> </ul>	<ul style="list-style-type: none"> <li>-The student has very little understanding of the topic</li> <li>-Has not prepared and has therefore not understood many ideas of the text or general ideas being discussed</li> </ul>	<ul style="list-style-type: none"> <li>-Student does not have any understanding</li> <li>-Student is clearly not paying attention during discussion</li> </ul>
Notes	<ul style="list-style-type: none"> <li>-Student takes detailed notes, extensive, and fills out all sections of the socratic seminar chart</li> </ul>	<ul style="list-style-type: none"> <li>-Student takes extensive notes, not as detailed</li> <li>-Has minimal notes for other columns</li> </ul>	<ul style="list-style-type: none"> <li>-Student does not take many notes, or many detailed notes</li> <li>-Has mostly general ideas</li> <li>-does not fill out all sections</li> </ul>	<ul style="list-style-type: none"> <li>-Has little to no notes from the seminar</li> <li>-Does not include all ideas said</li> <li>-Does not have all information in any section</li> </ul>
Execution	<ul style="list-style-type: none"> <li>- Student speaks loudly and clearly during the seminar</li> </ul>	<ul style="list-style-type: none"> <li>-Student does not speak very loudly</li> </ul>	<ul style="list-style-type: none"> <li>-Student is quiet when speaking, is not clear with</li> </ul>	<ul style="list-style-type: none"> <li>-Cannot be heard</li> <li>-Does not make eye contact</li> </ul>

	-Including other people in the discussion -Adds to the conversation fluidly -Brings good points and asks questions to keep conversation going -makes eye contact	-Is not clear in pronunciation -Has efforts to speak and keep the discussion continuously flowing -makes little eye contact when speaking if not reading from evidence or text	words -does not make any eye contact -Somewhat paying attention, not focused	-The student is not focusing on conversation and the flow of discussion -Student blanks out or is not paying attention to the conversation and when others are speaking
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Rubric by Rajjo

	4	3	2	1	0
Speaking in the inner circle	Introduces unique points and connections to the topic more than 5 times during a discussion, uses excellent transitional words	The speaker contributes 3-4 relevant, unique points and connections to the topic for the discussion, while using correct transitional words	The speaker contributes 1-2 relevant, unique points and connections to the topic for the discussion, while using acceptable transitional words	The speaker contributes irrelevant or inconsistent points for the topic and discussion, with incorrect transitional words	Does not contribute anything during the discussion
Understanding of text while in the inner circle	The speaker in the inner circle provides textual evidence and analysis for relevant texts and relates it to the topic	The speaker provides acceptable evidence and analysis in relation the topic	Does not provide the best evidence while having correct analysis	No evidence or connections are used to support an acceptable analysis	Lack of understanding due to introducing irrelevant or unnecessary topics for the text and topic
Notes done while in the outer circle	Has all of the sections (question, who spoke, what they said, your opinion) written and filled in the Socratic	Has 3 sections written and filled in the Socratic Seminar notes while a discussion does not involve them	Has 2 sections written and filled in the Socratic Seminar notes while a discussion does not involve them	Has 1 section written and filled in the Socratic Seminar notes while a discussion does not involve them	Has none of the sections written and filled in the Socratic Seminar notes while a discussion does not

	Seminar notes while a discussion does not involve them				involve them
Attention while in the inner circle	The student in the inner circle has eye contact to whoever is speaking and does not repeat the same information afterward without using of transitional words	Shows acceptable eye contact and does not repeat the same information afterward without using transitional words	Limited eye contact and mild repetition, while using transitional words	No eye contact and high repetition, with no transitional words used	Does not pay attention to speakers at all and only speaks of already discussed topics
Speaking during “no question” rounds in the inner circle	Provides excellent questions, concerns and topics to discuss in relation to texts and supports it with efficient expertise	Provides acceptable questions, concerns and topics to discuss in relation to texts and supports it with understanding of the text	Provides no questions, concerns and topics to discuss in relation to texts, but still supports discussions	Provides only questions, concerns and topics to discuss in relation to texts, but doesn’t speak or support anything else	Does not contribute any questions, concerns and topics to discuss, not being able to support the discussion

### **Extra notes**

Transitional words= such as but aren’t limited to: “in addition to what \_\_\_\_ said”, “According to..”, “What does \_\_\_\_ have to say about this?”, “In agreement to what \_\_\_\_ said”

### **Socratic Seminar Rubric** **By Elma**

<b>Rubric</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
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<b>Preparation</b>	<ul style="list-style-type: none"> <li>-thoroughly understands the topic</li> <li>-gathered detailed evidence supporting their side.</li> <li>-evidence conveys a deep understanding of the text</li> <li>-always used relevant pieces of evidence when stating their answers</li> </ul>	<ul style="list-style-type: none"> <li>-understands the topic well</li> <li>-Use of evidence conveys a comprehension of the text</li> <li>-often used evidence while stating their answer.</li> </ul>	<ul style="list-style-type: none"> <li>-participated only when prompted by other students.</li> <li>-stated their opinion without using evidence</li> <li>- shows a limited understanding of the text.</li> <li>-speaks on what others have already said without using the little to no notes they have.</li> <li>-repetitive</li> </ul>	<ul style="list-style-type: none"> <li>-no use of evidence</li> <li>-shows no understanding of the text or prompt</li> <li>-never used evidence, just their opinion when saying an answer.</li> </ul>
<b>Participation</b>	<ul style="list-style-type: none"> <li>-student exceeds expectations by actively participating in the group discussion.</li> <li>- asks concise and reflective questions to move the discussion.</li> <li>-thoroughly connects answers to others</li> <li>-active listening and engagement</li> </ul>	<ul style="list-style-type: none"> <li>-Student participates regularly in the discussion</li> <li>-asks direct and reflective questions.</li> <li>-asks for clarification</li> <li>-focused in the discussion</li> <li>-participates more on the lockers than the discussion</li> <li>-mostly listens to what other people have to say.</li> </ul>	<ul style="list-style-type: none"> <li>-Student speaks when prompted by others</li> <li>-rarely asks questions</li> <li>-answers doesn't always address the topic</li> <li>-pays attention half of the time</li> </ul>	<ul style="list-style-type: none"> <li>-Student does not participate in the discussion whatsoever</li> <li>-not focused; is writing something else</li> </ul>
<b>Timing</b>	<ul style="list-style-type: none"> <li>-has great time management</li> <li>-uses their time wisely to state a well detailed answered with specific evidence</li> <li>-subtly includes</li> </ul>	<ul style="list-style-type: none"> <li>-uses their time by stating well organized answers</li> <li>-Speaks at least once per minute</li> </ul>	<ul style="list-style-type: none"> <li>-uses all the time in the seminar to speak once</li> <li>-rarely asks questions to move the discussion</li> <li>-lets the seminar</li> </ul>	<ul style="list-style-type: none"> <li>-wastes their time and does other things</li> <li>-does not speak in the discussion in the time they are provided to.</li> </ul>

	others in the discussion to state their answer in the time provided -speaks more than twice in a minute of the discussion		stay quiet without providing their input -waits to speak until the seminar is over	
<b>Notes</b>	-notes are in a neat and well organized manner -all opinion sections are filled out with clear concise answers	-notes are organized -most of the opinion section is answered	-notes are messy -opinion section is partially filled out	-There are little to no notes -notes are unreadable

***Socratic Seminar Self Assessment***  
***By Danielle***

CATEGORY -	EXEMPLARY - 4	PROFICIENT - 3	SATISFACTORY - 2	EMERGENT - 1
PREPARATION	-it is evident that the student has put together a sufficient amount of evidence to use during the discussion -student refers directly to the specified text	-student refers to the text -student is somewhat prepared for discussion -student does not directly refer to the text	-it is clear that student has not prepared information on previous nights before the seminar -student only refers to the text	-student has no evidence or information prepared for the socratic seminar
UNDERSTANDING	-student fully comprehends the discussion taking place in the inner circle -is able to respond to topics being discussed during the seminar	-student understands general topic of discussion -response is somewhat detailed and appropriate	-shows very little understanding in the discussion and in notes taken -repeats ideas already said	-shows no understanding in notes and during the seminar -can not comprehend the discussion going on in the inner circle
PARTICIPATION	-student is able to move the conversation	-student asks a few questions	-does not ask for clarification when one	-student speaks very little to none during the

	forward -can respond to others' comments -speaks a sufficient amount in the time given for the discussion -asks for clarification when needed / asks questions -encourages others to participate	-comments often -speaks an appropriate amount of time while in the inner circle -sometimes asks for clarification	doesn't understand -only speaks 1 or 2 times during discussion -can not respond to comments from peers	seminar -shows no understanding and does not contribute at all to the discussion
NOTES	-student takes copious notes while in the outer circle -shows full understanding of discussion	-takes appropriate notes while in the outer circle -notes are not as detailed	-does not show any understanding in one's notes -takes few notes while in the outer circle -does not fill out all sections	-does not take notes at all while in the outer circle
CLARITY	-voice is loud and clear while in the inner circle -is able to stay on topic or relate to questions being asked -student has eye contact with speaker	-student is attentive during the discussion -speaking is somewhat clear -student shows some eye contact during discussion	-student is somewhat attentive -eye contact is not shown -voice is soft ; mumbles or is silent -is not as focused	-student is not focusing on discussion happening in inner circle -student can not be heard by their peers during the seminar -eye contact is not shown at all -student loses track of conversation