

Name of Student: _____

Period: _____

7th Grade History Seminar Participation Rubric

*Each student starts the seminar with a “B”. The following criteria can either boost or lower your grade.

Impact on Overall Grade	Marked Increase B → A- or A	Marginal Increase B → B+	No Change B → B	Marginal Decrease B → B-	Marked Decrease B → C+ or C
Type of Engagement	Initiative	Productive	Passive	Inattentive	Disruptive
Effect on Class	Drives	Contributes	Maintains	Distracts	Impairs
General Description	Concerned with the learning of the class; aware of the needs of teacher and peers	Independently responsible for learning; focused on personal success	Responsive to teacher and peers, but rarely independent; relies heavily on others	Frequently distracted or off-task; seems to reveal a lack of interest/respect for subject	Consistently interferes with the learning of others
Depth of Inquiry	Focus on analysis, evaluation and synthesis.	Consistent achievement of knowledge, comprehension, and application; Focus on analysis and evaluation	Facility with knowledge and comprehension; working toward application and analysis	Focus on basic knowledge (recognition and recall); minimal comprehension	Focus on task completion without any attempt at true learning
Discussion	Asks thoughtful questions; connects the ideas of peers; encourages the participation of others; refocuses conversation	Asks comprehension or clarifying questions; contributes personal opinions/experience; non-verbal cues reveal interest & enthusiasm	Listens attentively, but rarely contributes comments or questions unless asked directly; non-verbal cues reveal comprehension and interest	Repeats comments of peers; engages in other activities during disc.; unable to recall themes from discussion; fails to respond to direct questions	Speaks or behaves inappropriately; has side conversations during discussion; fails to comply with directions

*Note: Some students have to work very hard to overcome anxiety about public speaking. I want to support them in moving to productive participation. I do accept alternate means of demonstrating a sense of wonder and depth of inquiry such as lingering to add to the discussion after class, sending emails, writing notes, helping with tutoring, etc.

Depth of Inquiry	Definition	Description	Action Verbs
Knowledge	Exhibit memory of learned materials by recalling facts, terms, basic concepts and answers	• Knowledge of specifics - terminology, facts • Knowledge of ways and means of dealing with specifics - conventions, trends and sequences, classifications and categories, criteria, methodology • Knowledge of the universals and abstractions in a field - principles and generalizations, theories and structures	• Arrange • Define • Describe • Duplicate • Identify • Label • List • Match • Memorize • Name • Order • Outline • Recognize • Relate • Recall • Repeat • Reproduce • Select • State
Comprehension	Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating the main ideas	• Translation • Interpretation • Extrapolation	• Classify • Convert • Defend • Describe • Discuss • Distinguish • Estimate • Explain • Express • Extend • Generalize • Give ex(s) • Identify • Indicate • Infer • Locate • Paraphrase • Predict • Recognize • Rewrite • Review • Select • Summarize • Translate
Application	Using acquired knowledge.	Solve problems in new situations by applying acquired knowledge, facts, techniques and rules in a different way	• Apply • Change • Choose • Compute • Demonstrate • Discover • Dramatize • Employ • Illustrate • Interpret • Manipulate • Modify • Operate • Practice • Predict • Prepare • Produce • Relate • Schedule • Show • Sketch • Solve • Use • Write
Analysis	Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations	• Analysis of elements • Analysis of relationships • Analysis of organizational principles	• Analyze • Appraise • Breakdown • Calculate • Categorize • Compare • Contrast • Criticize • Diagram • Differentiate • Discriminate • Distinguish • Examine • Experiment • Identify • Illustrate • Infer • Model • Outline • Point out • Question • Relate • Select • Separate • Subdivide • Test
Evaluation	Present and defend opinions by making judgments about information, validity of ideas or quality of work based on a set of criteria	• Judgments in terms of internal evidence • Judgments in terms of external criteria	• Arrange • Assemble • Categorize • Collect • Combine • Comply • Compose • Construct • Create • Design • Develop • Devise • Explain • Formulate • Generate • Plan • Prepare • Rearrange • Reconstruct • Relate • Reorganize • Revise • Rewrite • Set up • Summarize • Synthesize • Tell • Write
Synthesis/Creation	Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions	• Production of a unique communication • Production of a plan, or proposed set of operations • Derivation of a set of abstract relations	• Appraise • Argue • Assess • Attach • Choose • Compare • Conclude • Contrast • Defend • Describe • Discriminate • Estimate • Evaluate • Explain • Judge • Justify • Interpret • Relate • Predict • Rate • Select • Summarize • Support • Value