

Your Name: _____ Date: _____ Partner's Name: _____

Small Group Discussion Tracker & Reflection _____ *Total Tally of Times Spoken* _____

Trade papers with another member of your group.

Keep a tally next to each type of contribution your partner makes to your small group's discussion.

4 Advanced	Evaluates ideas discussed so far _____	Contributes new meaning _____	Supports Thinking w/ Textual Evidence _____
3.5 Proficient	Poses a question _____	Challenges an Idea _____	Supports Thinking with Paraphrasing _____
3 Meeting	Presents an Idea _____	Builds on an Idea _____	Uses Academic Language _____
2 Basic	No Evidence (mark if you arrived at the discussion without reading, notes, and/or your book).		

Write down your partner's best question, idea, or evidence: _____

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SBG Rubric for Academic Conversations. *The student does the following...*

4 Advanced	<input type="checkbox"/> Evaluates/ summarizes agreements and disagreements <input type="checkbox"/> Contributes new meaning, makes connections, or provides insights in light of evidence and ideas presented <input type="checkbox"/> Challenges ideas and conclusions in a thoughtful, respectful, well-reasoned exchange of ideas <input type="checkbox"/> Supports, qualifies, or justifies own thoughts, views, and understanding by quoting relevant textual evidence <input type="checkbox"/> Actively incorporates others into the discussion
3.5 Proficient	<input type="checkbox"/> Poses Questions that peers can & do respond to <input type="checkbox"/> Challenges Ideas <input type="checkbox"/> Paraphrases the text to support thinking <input type="checkbox"/> Uses names and language of recognition /appreciation to promote collaborative, collegial discussions
3 Meeting	<input type="checkbox"/> Presents Ideas and Responds to questions <input type="checkbox"/> Builds on Ideas, actively responding to the thoughts of others by using appropriate <i>transition words and phrases</i> <input type="checkbox"/> Uses Academic Language <input type="checkbox"/> Prepares for the discussion--brings all notes and text(s) <input type="checkbox"/> Uses body language and eye contact to indicate active listening for the duration of the seminar
2 Basic	<input type="checkbox"/> Student meets 2-3 of the <i>proficient/ meeting</i> criteria

SMART-E Goal (Specific, Measurable, Attainable, Realistic, Timely, Evidence-Based) **for your Socratic Seminar:**

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