

Socratic Seminar RUBRIC

Name: _____

<p>ELACCSL1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level appropriate topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> a) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. c) Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d) Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
<p>ELACCSL4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>
<p>ELACCR1 & RI1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inference drawn from the text.</p>
<p>ELACCR2 & RI2: Determine a theme or central idea of text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details.</p>

	<i>Exceeds (100)</i>	<i>Meets (80)</i>	<i>Nearing (60)</i>	<i>Not Evident (40 or lower)</i>
<i>Preparation</i>	Student prepares meticulously for discussion. Notes are detailed including an assertive position, a plethora of textual detail from a variety of sources as potential evidence, insightful points to make, and compelling questions to ask. Student has clearly examined the complexity of the essential question and is equipped to participate in various directions of the conversation.	Student prepares effectively for discussion. Notes are complete including a clear position, textual detail from several sources as potential evidence, direct points to make, and questions to ask. Student has examined the essential question in some depth and is ready to participate in more than one aspect of the conversation.	Student makes some attempt to prepare for discussion; however, notes are superficial and underdeveloped, textual evidence is limited (possibly drawing from only one source) as are points and questions. Student has examined the essential question at the surface level and is prepared to participate in limited aspects of the conversation.	Student makes little attempt to prepare for discussion; notes are vague and undeveloped, textual evidence is inadequate (relying on summary or paraphrase rather than quotations), and points and questions are trivial if present. Student has not examined the essential question and is ill-prepared to participate.
<i>Participation</i>	Student participates effectively in all aspects of the discussion (asserting, responding, questioning, and note-taking). Student asserts strong and logically convincing ideas on topic and propels conversation by asking questions directly of other students and responding directly to ideas of others. Student thoughtfully considers diverse perspectives, summarizes points, and makes new connections in notes.	Student participates effectively in most aspects of the discussion (asserting, responding, questioning, and note-taking). Student asserts clear and logical ideas, asks questions, and responds on topic. Student considers perspectives of others.	Student participates effectively in some aspects of the discussion (asserting, responding, questioning, and note-taking). Student may fail to state clear ideas, ask questions, OR respond on topic. Student superficially considers perspectives of others.	Student makes little attempt to participate actively in the discussion (asserting, responding, questioning, and note-taking). Student states vague ideas, only responds to questions of others, or participates in side conversations. Student may be confrontational or fail to consider perspectives of others.
<i>Analysis</i>	Student persuasively and logically articulates insightful understanding and unique ideas about essential question and texts.	Student competently and logically presents clear understanding and reasonable ideas about essential question and texts.	Student attempts to present ideas but reveals a limited or superficial understanding about essential question and texts.	Student makes little attempt to present ideas and reveals minimal understanding of essential question and texts.
<i>Evidence</i>	Student convincingly and thoroughly supports ideas with apt and precise textual evidence from various texts.	Student effectively supports ideas with relevant textual evidence from texts.	Student attempts to support ideas but relies on summary and paraphrase rather than citing specific textual evidence from texts.	Student makes little or no attempt to support ideas, employing generalizations rather than details or textual evidence from texts.