

Socratic Seminar Assessment Rubric

Reading and Speaking/Listening Standards Assessed

- RL.1 a. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.2. a. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details.
- RL.3 a. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- LS.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
 - ◆ a. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
 - 1. 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.
 - 3. 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.

What it should like...	What it shouldn't look like...
<ul style="list-style-type: none"> o Text-focused conversation (not speculative) o A natural flow among students and ideas o Students prepared with notes and books o Eye contact, body facing speaker and clearly engaged o Honoring diversity of opinions o Awkward silences that are accepted as a natural part of process o Acknowledging and building on previous comments o Staying focused on text o Intentional teacher intervention tactics such as muting, redirection o Students taking turns as vocal leaders, facilitators, and/or intermittent participants o Being attentive to each other, calling on quiet voices, making dominant voices wait 	<ul style="list-style-type: none"> o Dominating voices o Interrupting peers o Treating it as a debate, trying to win and/or prove point o Resistant voices o Side conversations o Fiddling with papers, book, looking down, slouching o Plot summary o Ignoring who has participated and who has not o Discouraging comments, humor, and/or body language o Changing topics before students have had the chance to participate o STUDENTS WHO ARE RUDE IN ANY WAY (SIDE CONVERSATIONS, GIGGLING, DISTRACTING EYE CONTACT OR BODY MOVEMENTS) WILL BE DISMISSED FROM THE SOCRATIC SEMINAR AND EARN A 0

Proficiency goals (1-5):

Being prepared with the prep work 100% complete and ready to go in a handwritten version AND HAVE THEIR BOOKS: **Students cannot score proficient if this is not the case!**

1. Using and explaining apt textual evidence appropriately and seamlessly in conversation to support ideas
2. Identifying literary features AND THEIR effects as a way to support analysis of content
3. Using target vocabulary:
 - a. Analytical verbs in literary tense
 - b. Literary feature vocabulary
4. Asking high-level questions (either follow-up or conversation starters)

Exceeding mastery goals (MGs, 6-7):

1. Contributions were above and beyond proficiency goals: extensive, probing questions to peers to further analysis, respectful challenging of misconceptions, redirecting tangents, insightful and/or unique, carefully substantiated, listening to support and then building a peer’s analysis with further examples
2. Acting as a leader: kindly drawing in reserved peers with names and questions, an appropriate balance of give and take in conversation (not being muted; students who are muted will never earn above proficiency marks), acts as a monitor participation ensuring nobody is skipped and/or ignored

Scoring Criteria

7	<p>Exceeds or Beyond Mastery (Extending)</p> <ul style="list-style-type: none"> Consistent and thorough understanding of knowledge, skills and concepts Applies learning in new contexts independently Communicates learning clearly and fluently 	<p>Student came on time and was extensively and impressively prepared with prep work handwritten, actively participated, consistently accomplishing all proficiency goals throughout the seminar. Independently (without teacher prompting), student consistently demonstrates EMGs throughout the seminar.</p>
6	<p>Mastery of Learning</p> <ul style="list-style-type: none"> Consistent and thorough understanding of knowledge or/and skills or/ and concepts Applies learning in new contexts with little assistance Communicates learning clearly and fluently 	<p>Student came on time and was highly prepared with prep work handwritten, actively participated, consistently accomplishing all proficiency goals throughout the seminar. At times throughout the seminar, student demonstrated EMGs, though with some inconsistency.</p>
5	<p>Proficient in Learning</p> <ul style="list-style-type: none"> Solid understanding of knowledge, skills and concepts Applies learning in familiar contexts Communicates most learning independently 	<p>Student came on time and was 100% prepared with prep work handwritten, actively participated, accomplishing all five proficiency goals throughout the seminar.</p>
4	<p>Partially Proficient in Learning</p> <ul style="list-style-type: none"> Understanding of knowledge, skills and concepts with some gaps Applies learning in familiar contexts with some assistance Communicates learning with some assistance 	<p>Student came prepared, participated, and accomplished at least three of the proficiency goals throughout the seminar, though with inconsistency.</p>
3	<p>Progressing in Learning</p> <ul style="list-style-type: none"> Inconsistent understanding of knowledge, skills and concepts Applies learning in familiar contexts with significant assistance Communicates learning with significant assistance 	<p>Student did not come prepared and reluctantly participated, demonstrating about two proficiency goals. Most contributions did not demonstrate an understanding and/or application of proficiency goals.</p>
2*	<p>Insufficient Evidence of Learning</p> <ul style="list-style-type: none"> Inconsistent or inaccurate understanding of knowledge, skills and concepts with many gaps Applies learning in familiar contexts only with assistance Communicates learning only with assistance 	<p>Student did not come prepared and rarely participated. Student failed to accomplish at least two of the proficiency goals.</p>
1*	<p>No Evidence of Learning</p> <ul style="list-style-type: none"> Has no understanding of knowledge, skills and concepts 	<p>Student did not come prepared and did not participate.</p>