

## Socratic Seminar Rubric

During the Socratic seminar about \_\_\_\_\_ on \_\_\_\_\_, \_\_\_\_\_  
topic date student name .....

	Exceeds	Meets	In Progress	Fails
<b>Textual Analysis</b> SL.11-12.1.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.	- Demonstrated <b>excellent understanding</b> of the text. - Cited <b>direct quotes</b> from the text to support points. - Made <b>connections</b> between the text and <b>other texts</b> and/or <b>issues</b> within the world at large.	- Demonstrated <b>good understanding</b> of the text. - Used <b>evidence</b> from the text to support points. - Came with both <b>text and questions ready</b> .	- Demonstrated <b>some understanding</b> of the text, but only on a <b>literal level</b> . - May have demonstrated <b>misunderstandings</b> of the text.	<b>Did not speak</b> about the text at all or made it clear that <b>the text was not read</b> thoroughly.
<b>Participation</b> SL.11-12.1.C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives	- Contributed a <b>balance of several comments</b> and <b>evaluative questions</b> . - Explained <b>how the text connected to big ideas about the world</b> . - Politely and thoughtfully <b>challenged others' opinions</b> .	- Asked at least <b>1 insightful</b> interpretive and/or evaluative <b>question</b> . - Contributed at <b>least 1 thoughtful comment</b> to the conversation. - <b>Responded</b> to or a <b>asked question</b> about <b>others' opinions</b> at least once.	- Asked only <b>literal questions</b> . - Contributed <b>some short comments</b> to the conversation, without any elaboration.	<b>Did not participate</b> in the conversation. May have actively contributed <b>distractions</b> to the conversation or made it clear that <b>attention is elsewhere</b> (e.g., head down, on phone, off-topic)
<b>Discussion</b> SL.11-12.1.D. Respond thoughtfully to diverse perspectives, synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.	- Engaged in <b>polite debate</b> with others in the group while showing <b>respect and understanding</b> of others' viewpoints. - <b>Referenced someone else's opinion</b> by that person's name in order to make a <b>connection</b> .	- When responding to others, <b>elaborated on their opinion</b> in order to either <b>agree or disagree</b> . - Responded <b>politely and thoughtfully when challenged</b> by others.	Made <b>short</b> comments in <b>response</b> to others' comments (e.g., "I agree," clarified a small part of the text).	<b>Did not participate</b> in the conversation. May have actively contributed <b>distractions</b> to the conversation or made it clear that <b>attention is elsewhere</b> (e.g., sleeping, on phone, off-topic conversation).



## Socratic Seminar Teaching and Grading Notes

- “Literal,” “interpretive,” and “literal” refer to Costa’s levels of questioning. I highly recommended teaching this concept to your students before any student-led discussion.
- Before a seminar, I print my student roster. Then during a seminar, I have a short hand to keep track of what a student has met on the rubric. For example, + means a comment, “sh” means a short comment, “c” means connection, “q” means quote from the text, etcetera.
- I have students write a short reflection of their performance and grade themselves on the back of the rubric. This helps me see if I missed anything during a fast conversation.