**Socratic Seminar Rubric**

| **Socratic Seminar Rubric** | **Text Preparation**—reading and annotation of text | **Engagement**—participation in discussion and on-task | **Use of Text**—support of ideas with text; | **Conduct**—encouragement of group; participation is civilized and respectful | **Listening**—Building on ideas from others | **Insight and Reasoning**—asks thoughtful questions; makes significant connections or brings new ideas | **Openness**—Acceptance of other points of view |
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| **5**  **Exemplary** | Remarks and written work reveal a critical reading of text with annotations, vocabulary and at least five critical, discussable questions connected to the text. | Demonstrates thoughtful and active participation throughout the seminar. Consistently stays on task. Body language is active. Consistently makes eye contact. | Initiates specific references to text to support and defend ideas without external prompting. | Contributes to the success of the group and makes invitations by name to include and support all participants. Is consistently nonjudgmental and respectful. | Listens unusually well. Frequently responds using names. Comments indicate accurate and perceptive listening and connect directly to what has been said. | Questions and comments are insightful, logical and contribute to deeper construction of meaning. Presents new ideas and makes connections to previous/outside topics or dialogues. | Accepts points of view other than own and uses them to expand own ideas and discover new meaning about concepts. |
| **4**  **Accomplished** | Remarks and written work reveal text was read—ideas are relevant. Annotations are present and three or four critical, text-based questions are present. | Demonstrates active participation throughout the seminar.  Stays on task. Body language is active. Often makes eye contact. | Makes specific references to text to support ideas. Uses text effectively when challenged to do so. | Demonstrates respect and enthusiasm attempting to include and support all participants. Makes invitations to participants. | Listens and is able to respond to ideas and questions from others with little digression. May sometimes use names in responses. | Questions and comments are apt, logical, and relevant but do not necessarily offer significantly new insights or ideas. | Accepts points of view of others and attempts to use them to expand their own ideas but may reflect set thinking. |
| **3**  **Average** | Remarks and written work reveal text was read, but ideas may be irrelevant or annotations may be scant with only three or fewer questions present. | Demonstrates active participation through most of the seminar. Stays on task most of the time. Body language and eye contact show some engagement. | Occasionally makes references to text to support and defend ideas but may have to be challenged to do so. | Demonstrates general respect for the group but is not always supportive and inclusive. May at times be judgmental or impatient of others. | Generally listens but is not always attentive as evident in some unconnected responses. Frequently focuses on the same people. | Questions and comments are apt and logical but do not move the group forward to a deeper understanding. Some ideas may be off topic. | Acknowledges other points of view but may try to argue or refute them. Points reflect a lack of flexibility. |
| **2**  **Needs Improvement** | Remarks and written work reveal cursory reading of the text. Few questions present or questions lack substance for discussion. | Participates in seminars although may be off task. Occasionally carries on side conversations. May be disengaged or lack eye contact. | Makes few references to text and is unable to defend the origin of ideas when challenged to do so. | Speech and manner suggest a lack of support and/or respect. Lacks awareness of group dynamics by conversing with the same people most of the time. | Comments are relevant to the topic but lack connection to what has been said by others. | Questions and comments reveal personal reactions but lack logic and/or insight. | Argues with other points of view and is reluctant to acknowledge them as possible or relevant. |
| **1**  **Undeveloped** | Remarks and written work suggest the text was not carefully read. Questions lack substance for discussion. | Is a passive observer of seminar or is off task. Side conversations are frequent. | Makes no references to text to support and defend ideas. Ideas appear “off the cuff.” | Makes no attempt to be inclusive. Uses disrespectful language. Centers dialogue on self or specific classmates. | Does not listen adequately; therefore, comments are random and may be irrelevant. | Questions and comments are illogical, difficult to follow and offer no benefit to the group. | Does not acknowledge or accept other points of view. Engages in debate over dialogue. |