

## Socratic Seminar Rubric

### Knowledge and Understanding of Texts

- Know a work's context and its significance
- Substantiate ideas with relevant examples

### Close Reading and Appreciation of Text

- Engage in independent literary criticism
- Examine/discuss literary techniques' effects and connections between style and meaning

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Analysis and Reasoning	-Clearly references text to support reasoning -Demonstrates thoughtful consideration of the topic -Provides relevant and insightful comments, makes new connections -Demonstrates exceptionally logical and organized thinking -Moves the discussion to a deeper level.	-Occasionally references text to support reasoning -Demonstrates consideration of the topic -Provides relevant comments -Thinking is clear and organized	-Rarely references text, may reference text incorrectly -Demonstrates awareness of topic but little reflection on it -Comments are mostly relevant -Thinking is mostly clear and organized	-Does not reference text -Demonstrates little or no consideration of the topic -Comments are off-topic or irrelevant -Thinking is confused, disorganized, or stays at a very superficial level
Communicates Ideas Using Supported Evidence	-Students states ideas with relevant supporting evidence from several of the following: content presented in class, experience, legitimate sources	-Student states ideas with relevant supporting evidence from content presented in class, experience, or legitimate sources	-Student sometimes states ideas using relevant supporting evidence from content presented in class, experience, or legitimate sources	-Student rarely or never states ideas using relevant supporting evidence from content presented in class, experience, or legitimate sources

### Organization and Development of Communication

- Ability to express well-organized, coherent oral arguments.

### Use of Language

- Ability to express ideas clearly and fluently in oral communication with effective choice of style and register

Discussion Skills	-Speaks loudly and clearly -Stays on topic and brings discussion back to topic -Talks directly to other students (rather than the teacher) -Stays focused on the discussion -References the remarks of others	-Speaks at an appropriate level to be heard -Stays on topic and focused on the discussion	-Mostly speaks at an appropriate level but may need to be coached -Sometimes strays from topic -Occasionally dominates the conversation	-Cannot be heard, or may dominate the conversation -Demonstrates inappropriate discussion skills
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