

## Socratic Seminar Rubric

	Exemplary	Proficient	Partially Proficient	Developing	Comments
<b>Analysis and Reasoning</b>	<ul style="list-style-type: none"> <li>• Clearly references text to support reasoning.</li> <li>• Demonstrates thoughtful consideration of the topic.</li> <li>• Provides relevant and insightful comments, makes new connections.</li> <li>• Demonstrates exceptionally logical and organized thinking.</li> <li>• Moves the discussion to a deeper level.</li> </ul>	<ul style="list-style-type: none"> <li>• Occasionally references text to support reasoning.</li> <li>• Demonstrates consideration of the topic.</li> <li>• Provides relevant comments.</li> <li>• Thinking is clear and organized.</li> </ul>	<ul style="list-style-type: none"> <li>• Rarely references text, may reference text incorrectly.</li> <li>• Demonstrates awareness of the topic but little reflection on it.</li> <li>• Comments are mostly relevant.</li> <li>• Thinking is mostly clear and organized.</li> </ul>	<ul style="list-style-type: none"> <li>• Does not reference text.</li> <li>• Demonstrates little or no consideration of the topic.</li> <li>• Comments are off-topic or irrelevant.</li> <li>• Thinking is confused, disorganized, or stays at a very superficial level.</li> </ul>	
<b>Discussion Skills</b>	<ul style="list-style-type: none"> <li>• Speaks loudly and clearly.</li> <li>• Stays on topic and brings discussion back on topic if necessary.</li> <li>• Talks directly to other students (rather than the teacher).</li> <li>• Stays focused on the discussion.</li> <li>• Invites other people into the discussion.</li> <li>• Shares 'air time' equally with others.</li> <li>• References the remarks of others.</li> </ul>	<ul style="list-style-type: none"> <li>• Speaks at an appropriate level to be heard.</li> <li>• Stays on topic and focused on the discussion.</li> <li>• Aware of sharing 'air time' with others and may invite them into the conversation.</li> <li>• May occasionally direct comments to teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• Mostly speaks at an appropriate level but may need to be coached.</li> <li>• Sometimes strays from topic.</li> <li>• Occasionally dominates the conversation.</li> </ul>	<ul style="list-style-type: none"> <li>• Cannot be heard, or may dominate the conversation.</li> <li>• Demonstrates inappropriate discussion skills.</li> </ul>	
<b>Civility</b>	<ul style="list-style-type: none"> <li>• Listens to others respectfully by making eye contact with the speaker and waiting their turn to speak.</li> <li>• Remarks are polite and demonstrate a high level of concern for the feelings of others.</li> <li>• Addresses others in a civil manner, using a collegial and friendly tone.</li> </ul>	<ul style="list-style-type: none"> <li>• Listens to others respectfully.</li> <li>• Uses appropriate language and tone.</li> <li>• Remarks demonstrate a concern for the feelings of others.</li> </ul>	<ul style="list-style-type: none"> <li>• Listens to others respectfully, but may not always look at the speaker or may sometimes interrupt.</li> <li>• Remarks demonstrate an awareness of feelings of others.</li> </ul>	<ul style="list-style-type: none"> <li>• May be distracted or not focused on the conversation.</li> <li>• Interrupts frequently.</li> <li>• Remarks demonstrate little awareness or sensitivity to the feelings of others.</li> <li>• Uses an aggressive, threatening, or otherwise inappropriate tone.</li> </ul>	

	<b>Exemplary</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Developing</b>
<b>Recognizes and Understands Multiple Perspectives</b>	<ul style="list-style-type: none"> <li>Beyond recognition and understanding, student is able to empathize with others' perspectives.</li> <li>Student's own thinking becomes more complex and thorough with added perspectives.</li> </ul>	<ul style="list-style-type: none"> <li>Student demonstrates recognition and understanding of multiple perspectives through reflection and paraphrasing.</li> </ul>	<ul style="list-style-type: none"> <li>Student recognizes and understands some alternate perspectives through reflection and paraphrasing.</li> </ul>	<ul style="list-style-type: none"> <li>Student struggles to reflect and paraphrase alternate perspectives accurately.</li> </ul>
<b>Participates in a Civil and Democratic Discussion</b>	<ul style="list-style-type: none"> <li>Beyond meeting discussion guidelines, student is a discussion leader, soliciting others' viewpoints and enforcing discussion guidelines in a respectful manner.</li> </ul>	<ul style="list-style-type: none"> <li>Meets all discussion guidelines.</li> </ul>	<ul style="list-style-type: none"> <li>Meets some discussion guidelines, but some areas need development.</li> </ul>	<ul style="list-style-type: none"> <li>Several areas of discussion guidelines need development.</li> </ul>
<b>Communicates Ideas Using Supporting Evidence</b>	<ul style="list-style-type: none"> <li>Student states ideas with relevant supporting evidence from several of the following: content presented in class, experience, legitimate sources.</li> </ul>	<ul style="list-style-type: none"> <li>Student states ideas with relevant supporting evidence from content presented in class, experience, or legitimate sources.</li> </ul>	<ul style="list-style-type: none"> <li>Student sometimes states ideas using relevant supporting evidence from content presented in class, experience, or legitimate sources.</li> </ul>	<ul style="list-style-type: none"> <li>Student rarely or never states ideas using relevant supporting evidence from content presented in class, experience, or legitimate sources.</li> </ul>
<b>Demonstrates Understanding and Application of Science Content</b>	<ul style="list-style-type: none"> <li>Student consistently uses ample content vocabulary appropriately.</li> <li>Scientific statements are factual and thorough.</li> <li>Student is able to apply scientific concepts through examples and integration, even to areas outside the original content.</li> </ul>	<ul style="list-style-type: none"> <li>Student uses content vocabulary appropriately.</li> <li>Scientific statements are factual.</li> <li>Student applies scientific concepts accurately through examples and integration of different concepts.</li> </ul>	<ul style="list-style-type: none"> <li>Student is at times able to use vocabulary appropriately.</li> <li>Some facts are incorrect.</li> <li>Student shows limited ability to apply scientific concepts through examples and integration.</li> </ul>	<ul style="list-style-type: none"> <li>Student rarely uses vocabulary appropriately. Facts are often incorrect.</li> <li>Student struggles to apply scientific concepts through examples and integration.</li> </ul>
<b>Identifies Ethical Processes and Theories Used</b>	<ul style="list-style-type: none"> <li>Student is able to correctly relate one's own and others' perspectives to schools of ethical thought and frameworks or reasoning tools used to arrive at the various perspectives.</li> <li>Student demonstrates clear understanding of stakeholders, values, and issues, as well as the alternate decisions that may be made according to the various parties.</li> </ul>	<ul style="list-style-type: none"> <li>Student demonstrates use of ethical frameworks and reasoning tools in arriving at perspective.</li> <li>Student correctly identifies perspective to schools of ethical thought.</li> <li>Student demonstrates clear understanding of stakeholders, values, and issues.</li> </ul>	<ul style="list-style-type: none"> <li>Student demonstrates some use of ethical frameworks and reasoning tools in arriving at perspective.</li> <li>Student makes limited connections between personal perspective and schools of ethical thought.</li> <li>Student demonstrates limited understanding of stakeholders, values, and issues.</li> </ul>	<ul style="list-style-type: none"> <li>Student arrives at a perspective without the use of any framework or reasoning tool.</li> <li>Student is unable to relate personal perspective to the schools of ethical thought.</li> <li>Student is often unable to identify stakeholders, values, or issues.</li> </ul>