

## Socratic Seminar Rubric

This rubric can be used by students to self-evaluate their participation in a seminar or by observers to evaluate a particular participant. This rubric breaks down the some of the skills involved in seminars. This may help participants to identify particular areas of strength and areas for improvement.

	4	3	2	1
Questioning	<ul style="list-style-type: none"> <li>• Has prepared several high level questions based on the text</li> <li>• Asks several higher level questions during seminar</li> </ul>	<ul style="list-style-type: none"> <li>• Has prepared questions, mostly lower level</li> <li>• Asks some questions during seminar</li> </ul>	<ul style="list-style-type: none"> <li>• Has very few questions, if any</li> <li>• Asks very few questions, if any</li> </ul>	<ul style="list-style-type: none"> <li>• Has not prepared questions</li> <li>• Does not ask questions</li> </ul>
Speaking	<ul style="list-style-type: none"> <li>• Moves the conversation forward</li> <li>• Speaks to all participants</li> <li>• Thinks before answering</li> <li>• Refers directly to the text</li> <li>• Make connections to other speakers</li> <li>• Considers all opinions</li> <li>• Offers insightful contributions</li> </ul>	<ul style="list-style-type: none"> <li>• Comments often, but does not lead others</li> <li>• Addresses only the teacher</li> <li>• Refers to text, but not to subtle points</li> <li>• Responds to questions</li> <li>• Considers some opinions</li> <li>• Offers interesting ideas, not necessarily connected</li> </ul>	<ul style="list-style-type: none"> <li>• Emphasizes only own ideas</li> <li>• Addresses only the teacher</li> <li>• Tends toward debate, not dialogue</li> <li>• Ideas do not always connect</li> <li>• Comments neglect details of text</li> </ul>	<ul style="list-style-type: none"> <li>• Disruptive, argumentative</li> <li>• Mumbles or is silent</li> <li>• No connection to previous comment</li> </ul>
Listening	<ul style="list-style-type: none"> <li>• Demonstrates effective listening skills (eye contact, nods, takes notes)</li> <li>• Writes down thoughts and questions</li> <li>• Builds on others' comments</li> <li>• Asks for clarification when needed</li> </ul>	<ul style="list-style-type: none"> <li>• May have some eye contact with speaker</li> <li>• Takes some notes</li> <li>• Ignores others' comments</li> </ul>	<ul style="list-style-type: none"> <li>• Rarely demonstrates effective listening skills (eye contact, nods, takes notes)</li> <li>• Loses track of conversation</li> <li>• Judges others' ideas</li> </ul>	<ul style="list-style-type: none"> <li>• No effective listening skills demonstrated</li> <li>• Attempts to dominate</li> <li>• Interrupts speakers in middle of sentence</li> <li>• Repeats same ideas</li> </ul>
Reading	<ul style="list-style-type: none"> <li>• Identifies/highlights key words and phrases</li> <li>• Has notes of main ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies/highlights some key words and phrases</li> <li>• Has some notes</li> </ul>	<ul style="list-style-type: none"> <li>• No highlighting</li> <li>• Skims the text</li> <li>• Very few notes, if any.</li> </ul>	<ul style="list-style-type: none"> <li>• Unprepared, unfamiliar with text</li> </ul>