Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ *Th1rteen R3asons Why*

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Socratic Seminar Rubric

Criterion D: Using Language

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 1-2 | 3-4 | 5-6 | 7-8 |
| Analysis & Reasoning | * 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. | * Rarely references text, may reference text incorrectly. * Demonstrates awareness of the topic but little reflection on it. * Comments are mostly relevant. * Thinking is mostly clear and organized. | * Occasionally references text to support reasoning. * Demonstrates consideration of the topic. * Provides relevant comments. * Thinking is clear and organized. | * 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. |
| Discussion Skills | * Cannot be heard, or may dominate the conversation. * Demonstrates inappropriate discussion skills. | * Mostly speaks at an appropriate level but may need to be coached to speak (up/less). * Sometimes strays from topic. * Occasionally dominates the conversation. | * Speaks at an appropriate level to be heard. * Stays on topic and focused in the discussion. * Aware of sharing the conversation and may invite others to join. * May occasionally direct comments to teacher. | * Speaks loudly and clearly. * Stays on topic and brings discussion back on topic if necessary. * Talks directly to other students (rather than teacher). * Stays focused on discussion. * Invites other people into the discussion. * Shares conversation equally. * References remarks of others. |
| Recognizes & Understands Multiple Perspectives | * Student struggles to reflect and paraphrase alternate perspectives accurately. | * Students recognizes and understands some alternate perspectives through reflection and paraphrasing. | * Student demonstrates recognition and understanding of multiple perspectives through reflection and paraphrasing. | * Beyond recognition and understanding, student is able to empathize with others’ perspectives. * Student’s own thinking becomes more complex and thorough with added perspectives. |
| Participates in a Civil Discussion | * May be distracted or not focused on the conversation. * Interrupts frequently. * Remarks demonstrate little awareness or sensitivity to the feelings of others. * Uses an aggressive, threatening, or otherwise inappropriate tone. * Several areas of discussion guidelines need development. | * Listens to others respectfully, but may not always look at the speak or may sometimes interrupt. * Remarks demonstrate an awareness of feelings of others. * Meets some discussion guidelines, but some areas need development. | * Listens to others respectfully. * Uses appropriate language and tone. * Remarks demonstrate a concern for the feelings of others. * Meets all discussion guidelines. | * Listens to others respectfully by making eye contact w/the speaker and waiting their turn to speak. * Remarks are polite and demonstrate a high level of concern for the feelings of others. * Addresses others in a civil manner, using a friendly tone. * Asks for others’ viewpoints * Enforces discussion guidelines. |
| Communicates Ideas Using Supporting Evidence | * Student rarely or never states ideas using relevant supporting evidence from class, experience or legitimate sources. | * Student sometimes states ideas using relevant supporting evidence from class, experience or legitimate sources. | * Students states ideas with relevant supporting evidence from class, experience or legitimate sources. | * Student states ideas with relevant supporting evidence from several areas: class, experience and legitimate sources. |