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.
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| 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.
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| 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.
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| 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.
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| 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.
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