

## Socratic Seminar

Name: \_\_\_\_\_ Topic: \_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_ individual responses

\_\_\_\_\_ class average of responses

### Positive Behaviors

1. Acts in a courteous way to other students and is a positive role model
2. Pauses and thinks before speaking rather than reacting
3. Listens to others actively, evidenced by taking notes
4. Shows an open mind when listening to opposing ideas
5. Expresses ideas clearly and responds on topic
6. Provides evidence or explanation in support of ideas
7. Asserts own ideas without domineering
8. Asks relevant questions
9. Actively solicits another person's comments or ideas
10. Paraphrases someone's ideas before responding

### Negative Behaviors

1. Acts in a disrespectful way; participates in side conversations
2. Interrupts others or does not think before speaking
3. Does not look at the person who was speaking
4. Debates and attacks those with different ideas
5. Acts silly and playful and is not focused on discussion
6. Does not support ideas with relevant evidence
7. Dominates dialogue; talks too much without considering others' ideas
8. Needs to listen more carefully and ask questions
9. Concerned only with own ideas; does not draw others into discussion
10. Does not speak or speaks only when prompted or questioned

Grade	Characteristics
<b>A</b>	<ul style="list-style-type: none"> <li>Participant offers enough solid analysis, without prompting, to move the conversation forward.</li> <li>Participant, through comments, demonstrates a deep knowledge of the text and the question.</li> <li>Participant enters the dialogue prepared, with detailed notes and a marked/annotated text, and continues to take notes throughout the conversation.</li> <li>Participant, through comments, shows that he or she is actively listening to other participants.</li> <li>Participant offers clarification and/or follow-up that extends the conversation and asks questions to draw others into dialogue.</li> <li>Participant's remarks often refer back to others' ideas and to specific parts of the text.</li> </ul>
<b>B</b>	<ul style="list-style-type: none"> <li>Participant offers solid analysis without prompting.</li> <li>Through comments, participant demonstrates acceptable knowledge of the text and the question.</li> <li>Participant enters the dialogue prepared, with notes and a marked/annotated text.</li> <li>Participant shows that he/she is actively listening to others and offers clarification and/or follow-up.</li> </ul>
<b>C/D</b>	<ul style="list-style-type: none"> <li>Participant offers some analysis, but needs prompting from the seminar leader or another participant.</li> <li>Through comments, participant demonstrates a general knowledge of the text and question.</li> <li>Participant is less prepared, with minimal notes and no marked/annotated text.</li> <li>Participant may be actively listening to others, but does not offer clarification and/or follow-up to others' comments.</li> <li>Participant relies more upon his or her opinion, and less on the text to drive her comments.</li> </ul>
<b>F</b>	<ul style="list-style-type: none"> <li>Participant offers little or no commentary.</li> <li>Participant enters the dialogue ill-prepared with little understanding of the text and question.</li> <li>Participant may not listen to others and offers little or no commentary to further the discussion.</li> <li>Participant distracts the group by engaging in side conversation, interrupting other speakers, or offering off-topic questions and comments.</li> <li>Participant ignores the discussion and its participants.</li> </ul>

Seminar Grade: \_\_\_\_/\_\_\_\_

Notes Grade: \_\_\_\_/\_\_\_\_

Comments: