**GUIDELINES FOR PARTICIPATING IN A SOCRATIC SEMINAR:**

1. You need to have your text in front of you because you must refer to it during the discussion. It is helpful to have passages already marked with annotations/sticky notes so you can easily find them. A seminar is not a test of memory.

2. You must participate according to the rubric in order to receive full credit. You cannot participate if you are unprepared and have not read the text.

3. Be respectful and courteous. Don’t speak over others, cut them off, or demean them in any way!

4. Collaborate and build upon what others are saying. A Socratic Seminar is NOT a debate or argument.

5. Keep referring back to the text. Stay on topic!

6. Don’t raise hands; take turns speaking. Speak loudly enough so that all can hear you.

7. Don’t dominate the conversation! Involve others in the discussion.

8. Listen. Demonstrate active listening by having your eyes on the speaker and mouth closed.

9. Talk to each other, NOT to the teacher.

10. When making comments, the rule is QUALITY over quantity (the goal is NOT to talk as much as you can).

*Keep in mind: YOU are responsible for the seminar’s success.*

**Seminar Procedures:**

**Inner Circle:**

When you are in the inner circle, you will need to:

* Use your annotated/marked text
* Use the *responses* to the discussion questions
* Speak at least twice in order to be evaluated

**Outer Circle: (when necessary)**

When you are in the outer circle, you will:

* Pay close attention to the inner circle participants
* Take meticulous notes

**Seminar Grade:**

10 completion points for Socratic Seminar Preparation Sheet/Discussion Question Answers - (Annotations)

10 participation points

16 points based on the attached rubric

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

= **26 total points possible**

**Socratic Seminar: Student Evaluation based on rubric**

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

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| --- | --- | --- | --- | --- |
| *Criterion A* | **7-8** | **5-6** | **3-4** | **1-2** |
| **Questioning and responding** *(level of understanding)* |  |  |  |  |
| **Clarification and follow-up** *(level of listening/building)* |  |  |  |  |
| **Justification and use of textual evidence** *(level of support)* |  |  |  |  |

**TOTAL: \_\_\_\_\_\_\_\_ x 2= \_\_\_\_\_\_\_\_\_\_\_\_\_**

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period:\_\_\_\_\_\_\_\_\_\_

**Socratic Seminar Rubric**

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| --- | --- | --- |
|  | **Analysis and Reasoning** | **Task-Specific** |
| **7-8** | i. provides **perceptive** analysis of the content, context, language, structure, technique, style of text(s) and the relationship among texts  ii. **perceptively** analyses the effects of the creator’s choices on an audience  iii. gives **detailed justification of** opinions and ideas with a range of examples, and **thorough** explanations; uses **accurate** terminology | * Offers very thoughtful, relevant questions and responses that demonstrate a deep understanding of the text * Builds on what other participants have to say and offers clarification and/or follow-up that extends the conversation * Thoroughly explains responses and supports them by citing specific examples in the text |
| **5-6** | i. **competently** analyses the content, context, language, structure, technique, style of text(s) and the relationship among texts  ii. **competently** analyses the effects of the creator’s choices on an audience  iii. **sufficiently** justifies opinions and ideas with examples and explanations; uses accurate terminology | * Offers thoughtful questions and responses that demonstrate understanding of the text * Offers clarification and/or follow-up to build on others’ comments * Mostly explains responses and supports them by referring to examples from the text |
| **3-4** | i. provides **adequate** analysis of the content, context, language, structure, technique and style of text(s) and the relationship among texts  ii. provides **adequate** analysis of the effects of the creator’s choices on an audience  iii. justifies opinions and ideas with **some** examples and explanations, though this may not be consistent; uses **some** terminology | * Offers adequate questions and/or responses that demonstrate some understanding of the text * May offer either clarification or follow-up to build on others’ comments * Explains responses somewhat and mentions examples from the text |
| **1-2** | i. provides **limited** analysis of the content, context, language, structure, technique and style of text(s) and the relationship among texts  ii. provides **limited** analysis of the effects of the creator’s choices on an audience  iii. **rarely** justifies opinions and ideas with examples or explanations; uses **little or no** terminology | * Offers limited questions and/or responses that demonstrate little understanding of the text * May repeat others’ comments instead of building on them * Rarely explains responses or mentions examples from the text |
| **0** | Does not meet any standard described above | * Offers no commentary * May not listen to others and/or may actively disrupt seminar |

**Notes/Comments:**