

RUBRICS & SCORING CRITERIA

b. Assessing Performance in a Socratic Seminar

	Conduct	Leadership	Reasoning	Listening	Reading
Excellent	Demonstrates respect, enthusiasm, and skill for the purpose of seminar. Inq[ui]ry into important texts and ideas, gained through the interplay of collaborative and personal inquiry. Demonstrates in speech and manner a habitual respect for the processes and norms of reasoned discussion and shared inquiry. Effectively contributes to deepen and broaden the conversation revealing exemplary habits of mind.	Takes clear responsibility for the seminar's progress or lack of it. Takes stock of the overall direction and effectiveness of the discussion and takes apt steps to refocus or redirect conversation and/or to cause others to rethink previous statements. Offers apt feedback and effective guidance to others. Takes steps to involve relevant participants and to insure that unvoiced points are attended to.	Arguments are so reasonable, apt, logical and substantiated with evidence from the text as to consistently move the conversation forward and deepen the inquiry effectively. The analyses made are helpful in clarifying complex ideas. Criticisms made are never ad hominem.	Listens unusually well. Takes steps routinely to comprehend what is said, is consistently attentive (as reflected in direct and indirect evidence); and later responses (actions, comments, and writings), indicate accurate and perceptive listening.	Conduct and written work indicate student has read the text carefully, is thoroughly familiar with the text and its main ideas; can offer insightful interpretations and evaluations of it, is respectful of the text while also reading it critically, and has come prepared with thoughtful questions and reactions.
Good	Demonstrates in speech and manner an overall respect for and understanding of the goals, processes, and norms of reasoned discussion and shared inquiry. Participates to advance conversation and displays mature habits of mind, but may be sometimes ineffective in sharing insights, advancing inquiry or working with others.	Is generally willing to take on facilitative roles and responsibilities. Either makes regular efforts to be helpful (in moving the conversation forward and/or including others in it) but is sometimes ineffective in doing so. Or, does not typically take a leadership role but is effective when does so.	Arguments are generally reasonable, apt, and logical. There may be some minor flaws in reasoning, evidence, or aptness of remarks, but the ideas contribute to an understanding of the text or comments made by others.	Listens well. Takes steps to comprehend what is said. Generally pays attention and/or responds appropriately to ideas and questions offered by other participants.	Conduct and written work generally indicate student has read the text carefully, grasps the main ideas, can offer reasonable if sometimes incomplete or questionable interpretations, has come with apt questions and ideas regarding it.
	Conduct	Leadership	Reasoning	Listening	Reading
Fair	Speech and manner suggest the student misunderstands the purpose of the discussion and/or is undisciplined concerning seminar practices and necessary habits of mind. May contribute, even frequently, to the conversation but is somewhat ineffective due to opinionated or unclear and undeveloped views.	Takes on facilitative roles and responsibilities infrequently and/or ineffectively. When taking on a leadership role, may misconstrue the responsibility by lobbying for favored opinions or speakers only and/or trying to close off discussion in favor of premature closure.	Unsubstantiated or undeveloped opinions are offered more than sound arguments. Comments suggest the student has some difficulty in moving beyond mere reactions to more thorough arguments, or difficulty in following the complex arguments of others (as reflected in questions asked and/or non sequiturs); Student may sometimes resort to ad hominem attacks instead of focusing on the critique of claims and arguments.	Does not regularly listen very well and/or is not always attentive, as reflected in comments and body language. Verbal reactions tend to reflect an earlier failure to listen carefully to what was said.	Comments indicate that the student may have read the text but that the student has misunderstood the text and/or read the text from too present-centered a stance and/or has not put enough focused effort into preparing for the seminar. Or, varying conduct and written work indicate that the student's preparation is inconsistent.
Unsatisfactory	Speech and manner display little respect for or understanding of the seminar process. Student appears to lack essential habits of mind; is either routinely argumentative, distracting, and/or obstinate OR student is disengaged—extremely reluctant to participate, even when called upon (to the point of making others feel the detachment).	Plays no active facilitation role of any kind OR actions are consistently counter-productive in that role.	Comments suggest student has great difficulty with analytical requirements of seminar. Remarks routinely appear to be non sequiturs and/or illogical or without substantiation as to be not followable by others. And/or student may resort to ad hominem comments to text author.	Does not listen adequately, as reflected in later questions or comments (e.g. non sequiturs and repetition of earlier points as if they had not been spoken) and/or body language very suggestive of inattentiveness.	Student is EITHER generally unable to make adequate meaning of text OR has generally come to class unprepared.

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*Full rubrics, with indicators are available from CLASS.