<table>
<thead>
<tr>
<th>Socratic Seminar Rubric</th>
<th>Preparation</th>
<th>Analysis</th>
<th>Evidence</th>
<th>Participation and Collaboration</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Exceeds the Standard (25)</strong></td>
<td>Student prepares effectively and meticulously for discussion. Notes are detailed including an assertive position, many textual details from a variety of sources as potential evidence, and insightful points to make. Student has clearly examined the complexity of the essential question and is equipped to participate in various directions of the conversation.</td>
<td>Student persuasively and logically articulates insightful understanding and unique ideas about essential question and texts.</td>
<td>Student convincingly and thoroughly supports ideas with apt and precise textual evidence from various texts.</td>
<td>Student participates effectively in all aspects of the discussion. Student asserts strong and logically convincing ideas on topic. He or she drives conversation by asking questions directly of other students and responding directly to ideas of others, including all group members. Student collaborates in a harmonious and focused conversation, thoughtfully considers diverse perspectives, challenges and builds upon the ideas of peers, summarizes points, and makes new connections in notes when observing other groups.</td>
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<tr>
<td><strong>Meets the Standard (20)</strong></td>
<td>Student prepares effectively for discussion. Notes are complete including a clear position, textual details from several sources as potential evidence, and direct points to make. Student has examined the essential question in some depth and is ready to participate in more than one aspect of the conversation.</td>
<td>Student competently and logically presents clear understanding and reasonable ideas about essential question and texts.</td>
<td>Student effectively supports ideas with relevant textual evidence from texts.</td>
<td>Student participates effectively in most aspects of the discussion. Student asserts clear ideas rather than building upon those of others and superficially considers perspectives of others. Notes regarding other group discussions are superficial.</td>
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<tr>
<td><strong>Approaching the Standard (15)</strong></td>
<td>Student makes some attempt to prepare for discussion; however, notes are superficial and undeveloped, statements are obvious, and is textual evidence is limited (possibly drawing from only one source). Student has examined the essential question at the surface level and is prepared to participate in limited aspects of the conversation.</td>
<td>Student attempts to present ideas but reveals a limited or superficial understanding about essential question and texts.</td>
<td>Student attempts to support ideas but relies on summary and paraphrase rather than citing specific textual evidence from texts.</td>
<td>Student participates effectively in some aspects of the discussion. Student may fail to state clear ideas OR respond on topic. Student attempts to collaborate but requires some intervention from teacher to stay focused on essential question and text(s). Student only asserts own ideas rather than building upon those of others and superficially considers perspectives of others. Notes regarding other group discussions are superficial.</td>
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<tr>
<td><strong>Does Not Meet (10 or lower)</strong></td>
<td>Student makes little attempt to prepare for discussion; notes are vague and undeveloped, textual evidence is inadequate (relying on summary or paraphrase rather than quotations), and statements are trivial. Student has not examined the essential question and is ill-prepared to participate.</td>
<td>Student makes little attempt to present ideas and reveals minimal understanding of essential question and texts.</td>
<td>Student makes little or no attempt to support ideas, employing generalizations rather than details or textual evidence from texts.</td>
<td>Student makes little attempt to participate actively in the discussion. Student states vague ideas, only responds to questions of others, or participates in side conversations. Student does not collaborate in discussion and fails to focus on essential question and text(s). Student ignores others, changes topic without an attempt to build upon others’ ideas, may be confrontational, or fail to consider perspectives of others. Student fails to take notes when other groups are engaged in discussion.</td>
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**Relevant Standards**

**Graduation Standard 1:** Read closely to analyze and evaluate all forms of (i.e. complex literary and informational) texts.

1. Cite strong and thorough textual evidence to support an analysis of the text, including any applicable primary or secondary sources, and determine both explicit and implicit meanings, such as inferences that can be drawn from the text and where the text leaves matters uncertain.
2. Determine the central ideas of the text and provide an objective summary.
3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
4. Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone of a text or texts, including words with multiple meanings or language that is particularly effective for a desired purpose.
5. Analyze how an author chose to structure a text and how that structure contributes to the text’s meaning and its aesthetic and rhetorical impact.
6. Determine an author’s point of view, purpose, or rhetorical strategies in a text, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. (6)
7. Evaluate information from multiple sources presented in diverse media and formats (e.g., print, digital, visual, quantitative) to address a question or solve a problem.
8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
9. Integrate information from diverse sources into a coherent understanding of an idea or event, evaluating discrepancies among sources.

**Graduation Standard 4:** Collaborate and communicate effectively in a range of discussions, responding appropriately to diverse perspectives.

1. Employ evidence from relevant texts and research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
2. Respond thoughtfully through collaboration to complete group tasks employing diverse perspectives.
3. Integrate multiple sources of information presented in diverse media to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting discrepancies. (1)
4. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

**Graduation Standard 5:** Communicate information, reasoning, and supporting evidence that conveys a clear and distinct perspective.

1. Develop a clear line of reasoning that address alternative or opposing perspectives using appropriate language and development to a range of purposes and audiences.
2. Make strategic use of digital media to enhance presentations.
3. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
How to Survive a Socratic Seminar

Part 1: Preparing Your Notes

Step 1: Consider the Question
What is the essential question? Record it on your graphic organizer or paper. Then, on the same page, write questions or comments that you must consider to answer the essential question well.

For example, if your essential question is “What is the purpose of politics?” you might write down questions like:
- What do politicians want to accomplish?
- What do the people want politicians to accomplish?
- Are “politics” and “government” the same thing?

Then, try to answer your own questions in detail based on research or your own observations.

Step 2: Form a Position
In other words, answer the essential question. Write down what you believe the answer to be, based on your interpretations of our class texts.

Step 3: Support Yourself with Evidence
Think again on the class texts. What characters or scenes influenced your answer to the essential question? Which articles, essays, or poems impacted your own point of view? Return to those texts and find the exact words that best support your position (answer to the essential question). Then, explain why they support your position well.

Step 4: Explain it Well
Spend time practicing. On your own, talk through your evidence and how you would share it in a conversation. In pairs or small groups, practice starting a seminar and sharing your position with others. Then, evaluate your performance and your preparation notes for places where you can improve.

Part 2: Presenting Seminar Day

Strategy 1: Start Strong
Be the first to speak! Open the conversation by saying something like “After I considered the essential question, I decided…” followed by your position. Then immediately follow up with a piece of supporting text evidence, and explain why it supports your position.

Strategy 2: Reply and Agree
If someone puts forward a position you agree with, share and explain the text evidence you found that also supports their position.

Strategy 3: Reply and Disagree
If someone puts forward a position you don’t agree with, share and explain the text evidence you found that also detracts from their position.

Strategy 4: Offer a New Viewpoint
Show empathy for the other group members, and then offer your position as a different way to answer the essential question. Immediately follow up with a piece of supporting text evidence, and explain why it supports your position.

Strategy 5: Ask Questions
If one of your planning questions changed how you viewed the essential question (and therefore changed your position), share that question with the group and how you answered it. Then, explain the impact it had on your position. Include a piece of text evidence that proves your point of view is valid.

Strategy 6: Help Out
If a member of your seminar group forgets to provide text evidence, politely ask if they have any to share. If you aren’t sure you understand their point, share why you are confused and ask if they can clarify. If someone seems to struggle to get a word in because others keep jumping in, ask the person left out a direct question.

Strategy 7: Stay Focused
Avoid topics or questions that will get your off topic. Don’t ask “yes/no” questions. Don’t ask “How would you feel if...?” Don’t share personal stories.