

Socratic Seminar Scoring Guide

Standard/Skills Addressed

- SL.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade appropriate topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Advanced: Student meets *all* of the *proficient* criteria plus *one or more* of the following:

- Actively incorporates others** into the discussion
- Challenges** ideas and conclusions in thoughtful, well-reasoned exchange of ideas
- Summarizes** points of agreement and disagreement
- Qualifies** or **justifies** own views and understanding
- Makes new connections** in light of the evidence and reasoning presented

Proficient

- Student comes to discussion **prepared** (with **completed preparation notes and text**)
- Uses **body language** and **eye contact** to indicate **active listening** for the **duration of the seminar**
- Both **poses** and **responds to questions**
- Participates by doing at least one of the following:
 - **Building** on the thoughts of others by using appropriate transition words and phrases
 - Asking **clarifying** questions
 - **Quoting** the text to support a point
 - Using language of **recognition** and **appreciation** to promote **collaborative, collegial discussions**

Basic: Student meets 2-3 of the *proficient* criteria

Developing: Student meets only 1 or none of the *proficient* criteria.