

## Socratic Seminar: Short Stories

Honors English 1

Skill	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unacceptable (1)
<p><b>In-Class Preparation</b></p>	<p>Always uses classroom time well and focuses on preparing effectively for the seminar. Never disrupts other students.</p>	<p>Frequently uses classroom time well and focuses on preparing sufficiently for the seminar. Rarely disrupts other students.</p>	<p>Usually uses classroom time well. Sometimes appears focused on preparing effectively for the seminar. Occasionally distracts other students.</p>	<p>Does not use classroom time well. Frequently disrupts other students.</p>
<p><b>Listening</b></p>	<p>Effectively acknowledges, actively listen to, and consistently respects other viewpoints; Demonstrates listening abilities by asking follow-up questions in response their peers' viewpoints. Consistently gives full attention; is actively engaged in the discussion without interrupting others, getting off track, or attempting to monopolize the discussion.</p>	<p>Acknowledges, actively listens to, and respects other viewpoints; Often gives full attention, does not interrupt others, get off track, or attempt to monopolize the discussion.</p>	<p>Occasionally acknowledges the viewpoints of others; Sometimes gives full attention, does not interrupt others, get off track, or attempt to monopolize the discussion.</p>	<p>Fails to respect or acknowledge other viewpoints; Consistently interrupts other students, gets off track or dominates the conversation.</p>
<p><b>Participation &amp; Comprehension</b></p> <p>(Prepared Responses)</p> <p><b>Weighted x2</b></p>	<p>Demonstrates a thorough understanding of the reading by consistently taking initiative to respond to questions, skillfully using relevant supporting evidence from the text.</p>	<p>Demonstrates a solid understanding of the reading by participating constructively in the discussion with some thoughtful responses to the question(s). Uses some relevant, specific textual evidence to support their answer(s).</p>	<p>Demonstrates an adequate understanding of the reading but participates in a limited manner; seldom refers to supporting evidence from the text, or evidence lacks clarity and relevance.</p>	<p>Fails to participate in a meaningful way, Demonstrates a weak or flawed understanding of the text; Does not use textual evidence (general or specific) to support their answer(s).</p>

<p><b>Participation &amp; Comprehension</b></p> <p>(Responses to Student Created Questions)</p> <p><b>Weighted x2</b></p>	<p>Demonstrates a thorough understanding of the reading by consistently taking initiative to respond to questions, skillfully using relevant supporting evidence from the text.</p>	<p>Demonstrates a solid understanding of the reading by participating constructively in the discussion with some thoughtful responses to the question(s). Uses some relevant, specific textual evidence to support their answer(s).</p>	<p>Demonstrates an adequate understanding of the reading but participates in a limited manner; seldom refers to supporting evidence from the text, or evidence lacks clarity and relevance.</p>	<p>Fails to participate in a meaningful way, Demonstrates a weak or flawed understanding of the text; Does not use textual evidence (general or specific) to support their answer(s).</p>
<p><b>Questioning</b></p>	<p>Question is insightful, direct, and is framed to allow for multiple interpretations of the text. Requires students to make thoughtful connections to the text or outside sources.</p>	<p>Question is direct and is framed to allow for multiple perspectives.</p>	<p>Question allows for some interpretation of the text but lacks clarity and/or focus.</p>	<p>Question fails to generate discussion.</p>
<p><b>Speaking</b></p>	<p>Consistently engages the audience through the use of eye contact, appropriate volume, and tone.</p>	<p>Regularly engages the audience through the use of eye contact, appropriate volume, and tone.</p>	<p>Sometimes uses eye contact, appropriate volume, and tone.</p>	<p>Rarely or never uses eye contact, appropriate volume, and tone.</p>

Name:

Notes:

Score: \_\_\_\_\_ /32= \_\_\_\_\_