

Socratic Seminar

| What it should look like... | What it shouldn't look like... |
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| <ul style="list-style-type: none"> o Text-focused conversation (not speculative) o A natural flow among students and ideas o Students prepared with notes and books o Eye contact, body facing speaker and clearly engaged o Honoring diversity of opinions o Awkward silences that are accepted as a natural part of the process o Acknowledging and building on previous comments o Staying focused on text o Intentional teacher intervention tactics such as muting, redirection o Students taking turns as vocal leaders, facilitators, and/or intermittent participants o Being attentive to each other, calling on quiet voices, making dominant voices wait | <ul style="list-style-type: none"> o Dominating voices o Interrupting peers o Treating it as a debate, trying to win and/or prove a point o Resistant voices o Side conversations o Fiddling with phone, book, looking down, slouching o Plot summary o Ignoring who has participated and who has not o Discouraging comments, humor, and/or body language o Changing topics before students have had the chance to participate o STUDENTS WHO ARE RUDE IN ANY WAY (SIDE CONVERSATIONS, GIGGLING, DISTRACTING EYE CONTACT OR BODY MOVEMENTS) WILL BE DISMISSED FROM THE SOCRATIC SEMINAR AND EARN A 0 |

Exceeding mastery goals (EMG):

1. Being prepared with the prep work
2. Using and explaining textual evidence appropriately and seamlessly in conversation to support ideas
3. Using upgraded verbs in the present tense
4. Asking high-level questions
5. Contributing insightful comments that are on task, text focused, analytical and extensive
6. Using target vocabulary: characterize, characterization, theme, symbol
7. Reading the group: kindly drawing in reserved peers with names and questions, an appropriate balance of give and take in conversation (not being muted), pushing analysis into more depth and thoroughness with insightful questions

Socratic Seminar Scoring Criteria

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| 7 | <p>Exceeds or Beyond Mastery (Extending)</p> <ul style="list-style-type: none"> ● Consistent and thorough understanding of knowledge, skills and concepts ● Applies learning in new contexts independently ● Communicates learning clearly and fluently | All 7 EMGs were met consistently throughout the seminar. Student was a clear leader in reading the group, insightful analysis, as well as verbal contributions. Student was highly prepared. |
| 6 | <p>Mastery of Learning</p> <ul style="list-style-type: none"> ● Consistent and thorough understanding of knowledge or/and skills or/ and concepts ● Applies learning in new contexts with little assistance ● Communicates learning clearly and fluently | All 7 EMGs were met consistently throughout the seminar. Student was highly prepared. |
| 5 | <p>Proficient in Learning</p> <ul style="list-style-type: none"> ● Solid understanding of knowledge, skills and concepts ● Applies learning in familiar contexts ● Communicates most learning independently | Student came prepared, actively participated, accomplishing a majority of the EMGs throughout the seminar. |
| 4 | <p>Partially Proficient in Learning</p> <ul style="list-style-type: none"> ● Understanding of knowledge, skills and concepts with some gaps ● Applies learning in familiar contexts with some assistance ● Communicates learning with some assistance | Student came prepared, participated, and accomplished some of the EMGs throughout the seminar, though with inconsistency. |
| 3 | <p>Progressing in Learning</p> <ul style="list-style-type: none"> ● Inconsistent understanding of knowledge, skills and concepts ● Applies learning in familiar contexts with significant assistance ● Communicates learning with significant assistance | Student did not come prepared and reluctantly participated, hitting only a few EMGs. |
| 2* | <p>Insufficient Evidence of Learning</p> <ul style="list-style-type: none"> ● Inconsistent or inaccurate understanding of knowledge, skills and concepts with many gaps ● Applies learning in familiar contexts only with assistance ● Communicates learning only with assistance | Student did not come prepared and rarely participated. |
| 1* | <p>No Evidence of Learning</p> <ul style="list-style-type: none"> ● Has no understanding of knowledge, skills and concepts | Student did not come prepared and did not participate. |