

Socratic Seminar

What it should look like...	What it shouldn't look like...
<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

(Over)

Socratic Seminar Scoring Criteria

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.

Socratic seminar 1

Student's full name: _____

Fahrenheit 451 Soc Sem #1
Part 2 pages 67-106

Learn it to earn it -- 30 possible points for Reading Assessment:

27^

- Student has his/her own text; states page number(s); reads pre-selected excerpts, and paraphrases/explains the text.
- Speaks without demeaning others/avoids dominating the discussion/invites others to respond.
- Turn in this sheet, completed with your full name and your prepared questions/pages numbers where needed.

24^

- Prepared, but not as thoroughly as you could have been...text in hand...chapters are noted...excerpts referred to, but without sharing specific pages.
- Orderly and active for the most part
- Turn in this sheet

21^

- Only speak a few times
- Text in hand without specific referencing
- Turn in this sheet

18^

- You are "present" and you speak at times, yet not as required above.

***Anything less than an 18 will mean that you did not comply with the guidelines above.**

(Over)

Craft your questions on the back and turn in at the end of your session...

Directions: In order to assure that you are prepared to do your best, complete this sheet and have your text ready on your scheduled date. Before you come to class, please read the assigned text and write at least one of each of the following kinds of questions.

1. CLOSE-ENDED QUESTION: Write a question about the text that will help everyone in the class come to an agreement about the events or characters in the text. This kind of question usually has a “correct” answer.

Your question:

2. OPEN-ENDED QUESTION: Write an insightful question about the text that will require proof and group discussion and construction of logic to discover or explore the answer to the question. This should not be a one-word, yes/no kind of question.

Your question:

3. WORLD CONNECTION QUESTION: Write a question connecting the text to the real world.

Your question:

4. UNIVERSAL THEME/CORE QUESTION: Write a question dealing with a theme(s) of the text that will encourage group discussion about the universality or relevancy of the text.

Your question:

5. LITERARY ANALYSIS QUESTION: Write a question dealing with HOW an author chose to compose a literary piece. How did the author create meaning in terms of point of view, characterization, form, patterns, rhetorical devices, etc.?

Your question: