

## Socratic Seminar

What it should look like...	What it shouldn't look like...
<ul style="list-style-type: none"> <li>o Text-focused conversation (<b>not speculative</b>)</li> <li>o A natural flow among students and ideas</li> <li>o Students prepared with notes and books</li> <li>o Eye contact and clear engagement</li> <li>o Honoring diversity of opinions</li> <li>o Awkward silences that are accepted as a natural part of the process</li> <li>o Acknowledging and building on previous comments</li> <li>o Staying focused on text</li> <li>o Intentional teacher intervention tactics such as muting, redirection</li> <li>o Students taking turns as vocal leaders, facilitators, and/or intermittent participants</li> <li>o <b>Being attentive to each other, calling on quiet voices, making dominant voices wait.</b></li> </ul>	<ul style="list-style-type: none"> <li>o A few people talking with the rest just listening</li> <li>o Interrupting peers</li> <li>o Treating it as a debate, <b>trying to win and/or prove a point</b></li> <li>o Side conversations</li> <li>o Fiddling with phone, book, looking down, slouching</li> <li>o Plot summary -- superficial trying to figure out what is going on only.</li> <li>o Ignoring group members</li> <li>o Discouraging comments, humor, and/or body language</li> <li>o Changing topics before students have had the chance to participate</li> <li>o <b>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."</b></li> </ul>

### Want to rock this seminar?

1. Being prepared with annotations, notes, and questions.
2. Using and explaining textual evidence appropriately and seamlessly in conversation to support ideas
3. Asking evocative, high-level questions
4. Contributing insightful comments that are on task, text focused, analytical, and extensive
5. Using target vocabulary: characterize, diction, tone, structure, characterization, theme, symbol
6. 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

	is/are was/were	do/does did	can could	will would
What	2	2	6	6
When Where	4	4	6	6
Who	4	4	6	6
Why	8	8	8	8
How	8	8	8	8

2pt Question 1: What does so and so do...?

4pt Question 2: When did so and so realize...?

6pt Question 1: Who could be assessed as the most helpful ...?

8pt Question 2: How could this scenario pertain to another text to text example?

NAME:	PREPARATION	EVIDENCE	QUALITY OF PARTICIPATION	COMMENTS:
GRADE:	<p>_____ Student should have thorough notes on their three chosen questions.</p> <p>_____ Student must have annotated passage with three thoughtful questions.</p>	<p>_____ Explicitly draw on preparation by referring to evidence from texts.</p> <p>_____ Student shares passages aloud and refers to page numbers so others can reference evidence.</p>	<p>_____ Propel conversations by posing and responding to questions.</p> <p>_____ Asks probing questions for higher level thinking.</p> <p>_____ Speaks to all participants, and is heard clearly.</p> <p>_____ Makes connections to other speakers, building on others' comments</p> <p>_____ Must contribute meaningfully at least four times throughout but not dominate conversation</p> <p>_____ Invites others to conversation.</p> <p>_____ Attentive in outer circle and gives thoughtful feedback on reflection sheet.</p>	