

SEMINAR & DISCUSSION RUBRIC

	Unsatisfactory (2)	Needs Practice (4)	Satisfactory (6)	Expert (8)
Comes Prepared	<input type="checkbox"/> Not prepared for discussion with completed work, book, or materials	<input type="checkbox"/> Comes half prepared with completed work, book, or materials	<input type="checkbox"/> Comes prepared with 2/3: completed work, book, or materials	<input type="checkbox"/> Comes prepared with all completed work, book, and materials
Speaks Properly	<input type="checkbox"/> Does not make eye contact <input type="checkbox"/> Does not speak <input type="checkbox"/> Does not show signs of listening to other speakers (head down, having side-conversations, off-task)	<input type="checkbox"/> Makes brief eye contact once <input type="checkbox"/> Speaks, but not clearly and/or not loud enough to be heard <input type="checkbox"/> Consistently interrupts others trying to share own ideas	<input type="checkbox"/> Makes eye contact when speaking to others at times <input type="checkbox"/> Speaks clearly and loud enough almost always <input type="checkbox"/> Listens to other speakers, but may occasionally interrupt trying to share an idea	<input type="checkbox"/> Makes eye contact consistently <input type="checkbox"/> Speaks clearly and loud enough to be heard consistently <input type="checkbox"/> Balances speaking with hearing what others have to say <input type="checkbox"/> Invite others into the academic conversation
Provides Evidence	<input type="checkbox"/> Does not reference text <input type="checkbox"/> Shows minimal understanding of the issues/texts	<input type="checkbox"/> References a piece of the text <input type="checkbox"/> Shows a basic understanding of the issues/texts (comprehension)	<input type="checkbox"/> References 2+ pieces of text <input type="checkbox"/> Shows a growing understanding of the issues/texts but not yet a critical one	<input type="checkbox"/> References 3+ pieces of text <input type="checkbox"/> Uses the text to show how their thinking has changed/grown <input type="checkbox"/> Shows a deep and critical understanding of the issues/texts
Builds on Other Students' Comments	<input type="checkbox"/> Does not respond to others' comments	<input type="checkbox"/> Responds to another's comment with an example	<input type="checkbox"/> Responds to another's comment by citing text directly	<input type="checkbox"/> Uses text and comments to bring in an original theory or to show how their thinking has changed
Asks Questions	<input type="checkbox"/> Does not ask questions	<input type="checkbox"/> Asks comprehension questions (Who was...Where were...)	<input type="checkbox"/> Asks How and Why questions	<input type="checkbox"/> Asks what if questions <input type="checkbox"/> Using prior knowledge to go deeper
Makes Connections	<input type="checkbox"/> Does not make outside connections	<input type="checkbox"/> Attempts to make connections or makes connections that don't add to our understanding	<input type="checkbox"/> Being able to make connections to add to our understanding	<input type="checkbox"/> Able to make meaningful connections and fit them into larger understanding (T-S, T-T, or T-W)