

# Socratic Seminar Observation Checklist

Your Name: \_\_\_\_\_ Partner's Name: \_\_\_\_\_

*Directions: Each time your partner does one of the following put a check in the box.*

**Speaks in the discussion**

<input type="checkbox"/>																			
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**Makes eye contact with other speakers or as she/he speaks**

<input type="checkbox"/>																			
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**Refers to the text**

<input type="checkbox"/>																			
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**Asks a new or follow-up question**

<input type="checkbox"/>																			
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**Responds to another speaker**

<input type="checkbox"/>																			
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**Paraphrases and adds to another speaker's ideas**

<input type="checkbox"/>																			
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**Encourages another participant to speak**

<input type="checkbox"/>																			
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**Interrupts another speaker**

<input type="checkbox"/>																			
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**Engages in side conversation**

<input type="checkbox"/>																			
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**Dominates the conversation**

<input type="checkbox"/>																			
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**AFTER the discussion:** What is the most interesting thing your partner said?

**AFTER the discussion:** What would you like to have said in the discussion?

# Socratic Seminar Observation Notes

Name: \_\_\_\_\_

*Directions: Choose three participants in the seminar to observe. Write examples of the behaviors listed below as you see or hear them occur.*

Participant Name	Offers New Idea	Asks a Question	Refers to Text	Builds on Other's Idea	Distracting Behavior	Other Notes/Observations
1.						
2.						
3.						

# Socratic Seminar Self-Assessment

## *Participant*

Name: \_\_\_\_\_ Seminar Text: \_\_\_\_\_

**Directions:** *Score your performance in today's seminar using the following criteria:*  
**4 = Excellent 3 = Good 2 = Showing Progress 1 = Needs Improvement**

- \_\_\_\_\_ I read the text closely, marked the text, and took notes in advance.
- \_\_\_\_\_ I came prepared with higher level questions related to the text.
- \_\_\_\_\_ I contributed several relevant comments.
- \_\_\_\_\_ I cited specific evidence from the text to support an idea.
- \_\_\_\_\_ I asked at least one thoughtful, probing question.
- \_\_\_\_\_ I questioned or asked someone to clarify their comment.
- \_\_\_\_\_ I built on another person's idea by restating, paraphrasing, or synthesizing.
- \_\_\_\_\_ I encouraged other participants to enter the conversation.
- \_\_\_\_\_ I treated all other participants with dignity and respect.

**Overall Score (circle one):** 1   1.5   2   2.5   3   3.5   4

**Two goals I have for our next seminar are:**

**1.**

**2.**

**An area where I would like help:**

# Socratic Seminar Self-Assessment Leader

Name: \_\_\_\_\_ Seminar Text: \_\_\_\_\_

Group

Members: \_\_\_\_\_

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**Directions: Score your performance in today's seminar using the following criteria:  
4 = Excellent 3 = Good 2 = Showing Progress 1 = Needs Improvement**

\_\_\_\_\_ I listened carefully and helped clear up confusion.

\_\_\_\_\_ I asked questions to clarify or probe for higher-level thinking.

\_\_\_\_\_ I helped the group get back on track if they strayed from the text or moved to debate.

\_\_\_\_\_ I helped participants work together cooperatively.

\_\_\_\_\_ I did not dominate the conversation.

\_\_\_\_\_ I encouraged other participants to enter the conversation.

\_\_\_\_\_ I treated all other participants with dignity and respect.

\_\_\_\_\_ The group used the text as a reference throughout the Socratic Seminar.

\_\_\_\_\_ Group members shared in the discussion of the topic.

\_\_\_\_\_ The group asked in-depth questions.

\_\_\_\_\_ Everyone in the group was respectful of other ideas.

\_\_\_\_\_ The group was able to take the Socratic Seminar to a high level of understanding.

**Overall Score (circle one):** 1 1.5 2 2.5 3 3.5 4

**Two goals I have for my leadership development:**

1.

2.

**An area where I would like help:**

# Socratic Seminar Rubric for Individual Participants

Name: \_\_\_\_\_ Seminar Text: \_\_\_\_\_

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## Exemplary

- reads closely, takes notes, and develops high-level questions before the seminar
  - uses prepared text, notes, and questions to contribute to the dialogue
  - moves the conversation forward
  - asks for clarification when needed
  - asks probing questions for higher level thinking
  - speaks to all participants and is heard clearly
  - thinks before answering
  - refers directly to the text
  - makes connections to other speakers
  - builds on others' comments
  - considers all opinions
  - writes down thoughts and questions
  - listens actively
  - demonstrates patience and respect toward others' opinions/ideas
- 

## Competent

- comes prepared with marked text, notes, and questions
  - contributes to the dialogue
  - responds to questions
  - refers to text
  - offers interesting ideas
  - asks questions
  - takes notes
  - pays attention
  - is respectful of others' ideas
- 

## Developing

- comes with some text preparation
  - emphasizes own ideas; may lean toward debate rather than dialogue
  - ideas not always connected
  - refers to text
  - repeats some ideas
  - asks a few questions and/or questions are lower level
  - takes some notes
  - loses track of conversation
  - judges others' ideas
- 

## Needs Improvement

- does not participate or participation is inappropriate
- repeats same ideas
- few or no notes taken
- no questions asked
- seems lost/overwhelmed with the seminar

# Evaluating a Socratic Seminar as a Whole

*Consider the following questions as you prepare to talk about the strengths of a seminar and the areas for growth.*

## **Did the participants . . .**

- seem prepared?
- speak loudly and clearly?
- cite reasons and evidence for their statements?
- use the text to find support?
- build on each other's ideas?
- paraphrase accurately?
- ask for help to clear up confusion?
- ask higher level questions to move the dialogue forward?
- stick with the subject?
- listen to others respectfully?
- talk to each other, not just the leader?
- encourage everyone's involvement and avoid dominating the conversation?
- avoid hostile exchanges and debate?
- question each other in a civil manner?

## **Did the leader . . .**

- get participants engaged early? How?
- make sure that questions were understood?
- ask questions that led to further questions?
- draw out reasons and implications?
- keep attention on ideas in the text being discussed?
- question misreadings of the text?
- allow time (pauses) for thinking?
- draw in all participants?
- listen carefully to participants' statements?
- accept participants' answers without judgment?
- allow for discussion of disagreements?

**Our class/seminar group demonstrated these major strengths:**

**Our class/seminar group can grow in the following ways:**