

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

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

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

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

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

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

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

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

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

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

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

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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: _____

**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: _____

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: