Student’s Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \*\*MUST TURN IN RUBRIC, OR YOU WILL LOSE 5 PTS.\*\* Period \_\_\_\_\_\_\_

Seminar Date(s): 2/6 & 2/7 Absent \_\_\_\_\_\_ Present \_\_\_\_\_\_\_

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|  | **EXCELLENT****(20 - 18 pts)** | **GOOD****(17 – 16 pts)** | **FAIR****(15 – 14 pts)** | **UNSATISFACTORY****(13 – 12 pts)** | **FAILED TO PREPARE****(10 – 0 pts)** |
| **PARTICIPATION** | Provides at least three significant and in-depth responses. | Provides at least two significant and in-depth responses and one satisfactory response. | Provides at least two significant and in-depth responses, or one significant response and two satisfactory responses. | Provides one significant and in-depth response and one attempt at a satisfactory response, or three satisfactory responses. | Provides one satisfactory response, does not speak at all, or response(s) has/have no depth, is/are redundant, or has/have no meaningful impact. |
| **CONDUCT**  | Demonstrates clear respect for the learning process and patience with different opinions and complexity. Shows initiative by asking others for clarification, bringing others into the conversation, and moving the discussion forward. Speaks to all participants, not just the teacher or a single student. Engages others in conversation. Avoids talking too much, too long, or too softly. No showmanship or “class clown” behavior. **No monologues.** | Generally shows composure. Comments indicate that student has given thought to the text but could show more enthusiasm for the learning process. Mostly speaks to entire group. Usually avoids talking too much, too long, or too softly. Avoids inappropriate behavior.  | Participates and expresses a belief that his/her ideas are important in understanding the text. May sometimes lose composure and/or interrupt others inappropriately. Appears to have read the text, may make some insightful comments; however, insisting too forcefully, or by not participating enough, the student may not contribute much to the progress of the discussion. Tends to debate rather than discuss. Monologues. | Displays little respect for the learning process. If participating at all, the student may be argumentative or disengaged. May use inappropriate language and speak about individuals rather than ideas. Arrives unprepared. Zoned out during discussion while inside fishbowl. | Displays no respect for the learning process. Contributions, if any, do not indicate that the student has read or given thought to the text. |
| **SPEAKING & REASONING** | Enthusiastically engaged. Understands questions before answering. Cites evidence from the text when appropriate. Expresses complete thoughts. Comments are logical and insightful and move the discussion forward. Makes connections among ideas from previous speakers or resolves seemingly contradictory ideas. Considers all sources and avoids bad logic. No vagueness. | Proactively engaged. Comments indicate student has given thought to the text but may not show appreciation of subtler points within it. Comments are logical but may not make connections among ideas of previous speakers. Ideas are interesting enough that other students respond to them. | Somewhat reluctant to participate. Responds to questions but may be vague or superficial. Comments indicate that the student has read the text but has not put forth much effort into deeper thinking. Comments may not take into account some important details and may not always flow logically from the conversation. While not being quite wrong, ideas may not flow logically from previous comments or questions. | Extremely reluctant to participate. Comments are so illogical that they may be meaningless. May mumble or express incomplete ideas. Little to no account is made of previous comments or important ideas in the text. | Only speaks as a last resort. Repeats only what others have previously said. Adds no new information or insight. |
| **LISTENING** | Pays attention to details. Takes notes. Writes down questions and other thoughts. Responses take into account the comments of other students. Points out flawed logic. Overcomes distractions. | Generally pays attention and responds thoughtfully to ideas and question of other students and the teacher. Absorption in one’s own ideas may distract him/her from another student’s ideas. Takes good notes. | Appears to find some ideas unimportant while responding to others. May need to have some questions repeated while not asking to have confusing questions or ideas restated. Takes few notes during the seminar and is sometimes distracted. | Appears uninvolved in the seminar. Using phone or laptop, talking to other students, or commenting on discussion rudely. Comments may display complete misinterpretations of questions or the comments of others. Takes few notes. | Distracted and/or off-task. Takes few or no notes during discussion. |
| **READING** | Demonstrates thorough knowledge of the text and is prepared with notes and ideas. Can easily find textual evidence and reads or paraphrases it in detail. | Has read the text and has come with some notes and ideas, but may not be as prepared as others. Can sometimes find text evidence and usually reads or paraphrases textual evidence clearly. | Appears to have read or skimmed the text, but has not made much serious effort to prepare for discussion. May show difficulty finding or reading text evidence. Key concepts may be misunderstood. | Clearly unprepared for the seminar. Has made little effort to read or to interpret on a deeper level. Struggles to provide any relevant text evidence. | Clearly has not read the work of literature OR has completed only a small portion of it. |