

# Seminar Scoring Rubric

1. Preparation - Texts/Documents are annotated with a collection of thoughts, feelings, and associations that were made during the reading. ( /10)
2. Seminar Discussion Score ( /10 )
3. Reaction Paper/Concluding Activity (/20)

	<b>Beginning(50—66%)</b>	<b>Developing(67-72%)</b>	<b>Applying(73-89%)</b>	<b>Extending(90+%)</b>
<b>Seminar Discussion</b>  <b>(leader / participant)</b>	<p>-Participant offers little or no commentary to further the discussion. - May not be listening to others.</p> <p>-Participant distracts the group by interrupting other speakers or by offering off topic questions and comments.</p> <p>Leader - little effort made to draw the participants into the discussions of the readings</p> <p>-seminar strays away from reading, minimal connections made to – questions are surface level</p> <p>-Rarely listens to, shares with and supports the efforts of the others in the group</p> <p>-seminar often strays away from the readings and goes off topic.</p>	<p>-Participant offers some analysis, but needs prompting from the seminar leader.</p> <p>-Through comments, participant demonstrates a general knowledge of the text and questions</p> <p>-Actively listening to others, but does not offer clarification and/or follow-up to others' comments. Relies more upon the opinion, and less on the text to drive their comments</p> <p>Leader - some efforts made to draw the participants into the discussions of the readings</p> <p>-questions encourage some discussion</p> <p>-Often listens to, shares with and supports the efforts of the others in the group</p> <p>-stays on topic some of the time</p>	<p>-Participant offers solid analysis with no or minimal prompting</p> <p>-Through comments, participant demonstrates a good knowledge of the text and the question</p> <p>-Participant shows that he/she is actively listening to others and offers clarification and/or follow-up</p> <p>Leader: - efforts made to draw the participants into the discussions of the readings</p> <p>-questions encourage discussion</p> <p>-listens to, shares with and supports the efforts of the others in the group</p> <p>-stays on topic most of the time</p>	<p>-Participant offers enough solid analysis, without prompting, to move the conversation forward</p> <p>-Their comments demonstrate a deep knowledge of the text and the issues.</p> <p>-Shows that they are actively listening to other participants</p> <p>-Offers clarification and/or follow-up that extends the conversation</p> <p>-Remarks often refer back to specific parts of the text.</p> <p>Leader: - establishes an atmosphere where participants are encouraged and feel comfortable contributing</p> <p>-Supports the efforts of others in the group. Tries to keep people working together</p> <p>--questions encourage discussion on a deeper level</p> <p>-always stays on topic</p>
<b>Annotation</b>	Participant comes to the seminar with sparse preparation - resulting in little understanding of the text and interpretations	Participant has done minimal preparation, with few notes and few marked/annotated text	Participant has come to the seminar fully prepared, with notes and a marked annotated text, questions and observations	Participant has come to the seminar thoroughly prepared, with specific notes and a marked/ annotated text, questions, in depth observations and connections
<b>Seminar Reflection</b>	<p>Reflection answers some of the required questions. Minimal to no evidence that the participant has reflected on the article.</p> <p>Language and stylistic errors cloud clarity of communication</p>	<p>Answers some of the required questions</p> <p>Some evidence that the participant has considered and reflected upon the article(s)</p> <p>Some language and stylistic issues that affect clarity of communication</p>	<p>Reflection answers some of the required questions.</p> <p>-Evidence that participant has considered and reflected upon the article(s) and has identified the main points of the author's argument.</p> <p>-reference is made to the seminar discussion</p> <p>-a few language and stylistic slips that do not affect clarity or meaning</p>	<p>-reflection answers all required questions and extends beyond basic expectations</p> <p>-clear evidence of comprehension and analysis, linking the material in the article(s) to outside events and observations</p> <p>-reference is made to the seminar discussion</p> <p>-minimal language and stylistic slips.</p>

--	--	--	--	--