

Name: _____

Section: _____

Poetry Socratic Seminar Peer Observation

I am observing _____

- Put a checkmark anytime your partner does any of the following in the boxes.
- List evidence underneath.
 - Example: *My partner cited textual evidence to support Bobby's idea.*

| | |
|--|--|
| Active Listening <ul style="list-style-type: none">● Eyes on speaker● Body language● Gestures, facial expressions | |
| Participation <ul style="list-style-type: none">● Makes comments that extend the conversation● Comments build on others' ideas | |
| Norms <ul style="list-style-type: none">● Step up, step back● Leave No Husky Behind● Positive <u>dialogue</u>, not debate | |

What are two things that your partner did well?

- _____

- _____

What is one idea that you understand better or in a different way after observing this Socratic Seminar?

- _____

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Poetry Socratic Seminar Rubric

My Goal for this Socratic Seminar:

Socratic Seminar Rubric

| Cognitive Skill | Advanced (6) | Proficient (5) | Basic (4) | Below Basic (3) |
|---|--|---|---|---|
| Textual Analysis: Theme/Central Idea -- Determining themes/central ideas and explaining how they develop and interact in a text | Identifies multiple themes/central ideas in a text and provides an accurate analysis of their development and interaction with each other and with supporting ideas or other elements in the text | Identifies a major theme/central idea in a text and provides an accurate explanation of how that theme/central idea is developed through specific details | Identifies a theme/central idea in a text and provides a limited explanation of how that theme/central idea is developed through specific details | Identifies a theme/central idea in a text and identifies some details that are relevant to that theme/central idea |
| Speaking & Listening: Preparation -- Entering a discussion or presentation with high-quality evidence (notes, research, connections, questions) | Comes to discussions with responses and evidence generated with peers through studying, research, or inquiry; explicitly draws on texts and research to stimulate a thoughtful, well- reasoned exchange of ideas. | Comes to discussions having read and researched material for teacher- provided questions; explicitly draws on texts and research to stimulate a thoughtful, well-reasoned exchange of ideas. | Prepares specific notes with connections to highlight key areas. Explicitly draws on those notes to probe and reflect on ideas under discussion. | Prepares general notes with some specific connections to highlight key talking points. |
| Speaking & Listening: Discussion/Contribution -- Communicating ideas and contributing to discussion through questioning, connecting, and probing | Expresses original ideas clearly and persuasively. Builds new pathways of discussion that are clearly connected to the ideas of others. Propels conversations by relating to broader themes. | Expresses original ideas clearly and persuasively; connects to the ideas of others and builds new pathways of discussion. Attempts to deepen discussion by asking connecting questions or building on the responses of others. | Expresses original ideas clearly and connects to the ideas of others. Questions and responses are mostly high level. Attempts to move discussion forward by asking and responding to questions. | Expresses some original ideas and makes some connection to the ideas of others. Questions and responses demonstrate some use of high-level questioning strategies and/or higher order thinking. |
| Speaking & Listening: Norms/Active Listening -- Using roles and norms to support collegial discussions and completion of group work | Adheres to teacher- and group-enforced collegial discussion norms. | Adheres to teacher- enforced collegial discussion norms. | Mostly adheres to established norms for collegial discussions. | Generally adheres to established norms for collegial discussions. |

Self-Reflection

1. What did you do to meet your goal during this Socratic Seminar? Use evidence!

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2. What is one comment you wanted to make but did not get the chance to during today's Socratic Seminar?

3. What is one "take-away" that you have about the poem that you discussed? (i.e. What will you remember about the poem after today?)