Socratic Seminar My Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Observation Checklist

I’m observing: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- |
| **3=yes 2=somewhat 1=no** | **Does he/she...** | **Looks Like/Sounds Like** |
| 3 2 1 | come prepared to the seminar?  | * has copy of text marked up evidencing heavy analysis
* has written notes of connections, questions, defined vocabulary, inferences about meaning and language, research
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| 3 2 1 | participate in the discussion? | * shares ideas, connections, defined vocabulary, inferences
* introduces new concept or interpretation
* poses thought-provoking question(s)
* shares related information from research
* responds to others’ comments or questions with complex ideas or questions
* is always respectful—never argumentative
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| 3 2 1 | listen attentively without interruption? | * doesn’t interrupt others or dominate conversation
* seeks to expand understanding of text and hear others’ interpretations, avoiding only sharing own ideas
* asks follow up questions or restates another’s ideas (“So, you’re saying…” or “Let me make sure I understand. You think…”)
* uses eye contact to address others throughout discussion
* is always attuned to conversation **inside** circle, never distracted by outside circle
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| 3 2 1 | make reference to the text during discussion? | * grounds questions, connections, ideas in the text by constantly pointing out specific words/lines/passages of the text.
* reads aloud portions of text
* points out lines numbers/page numbers to direct others to a particular part of text
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