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|  | 5 | 4 | 3 | 2-1 |
| Conduct | Demonstrates respect for  the learning process; has  patience with different  opinions and complexity;  shows initiative by asking others for clarification: brings others into the  conversation, moves the  conversation forward;  speaks to all of the  participants; avoids  talking too much. | Generally shows  composure but may  display impatience  with contradictory or  confusing ideas;  comments, but does  not necessarily  encourage others to  participate; may tend  to address only the  teacher or get into  debates. | Participates and expresses a belief that his/her ideas are  important in understanding the text; may make  insightful comments but is either too forceful or too shy and does not contribute to the progress of the  conversation; tends to  debate, not dialogue. | Displays little respect  for the learning process; argumentative; takes  advantage of minor  distractions; uses  inappropriate language; speaks to individuals rather than ideas; arrives  unprepared without  notes, pencil/pen or  perhaps even without  the text. |
| Speaking & Reasoning | Understands question  before answering; cites  evidence from text;  expresses thoughts in  complete sentences; moves conversation forward; makes connections between ideas; resolves  apparent contradictory  ideas; considers others’  viewpoints, not only his/  her own; avoids bad logic. | Responds to questions voluntarily; comments show an appreciation  for the text but not an  appreciation for the  subtler points within it; comments are logical but not connected to  other speakers; ideas  interesting enough that others respond to  them. | Responds to questions but may have to be called upon by others; has read the text but not put much effort into preparing questions and ideas for the seminar; comments take details into  account but may not flow logically in conversation. | Extremely reluctant to participate even when called upon; comments illogical and meaningless; may  mumble or express  incomplete ideas; little or no account taken of previous comments or  important ideas in the  text. |
| Listening | Pays attention to details;  writes down questions;  responses take into  account all participants;  demonstrates that he/she  has kept up; points out  faulty logic respectfully;  overcomes distractions. | Generally pays  attention and responds  thoughtfully to ideas  and questions of other  participants and the  leader; absorption in  own ideas may distract the participant from  the ideas of others. | Appears to find some ideas unimportant while responding to others; may have to have questions  repeated due to inattention; takes few notes during the seminar in  response to ideas and  comments. | Appears uninvolved in the seminar; comments display complete  misinterpretation of  questions or comments of other participants. |
| Knowledge of Text and Preparation | Thoroughly familiar with  the text; has notations and questions in the margins; key words, phrases, and  ideas are highlighted;  possible contradictions  identified; correctly  pronounces important  vocabulary. | Has read the text and  comes with some ideas from it but these may not be written out in advance; good  understanding of the  vocabulary but may  mispronounce some  new or foreign words. | Appears to have read or skimmed the text but has not marked the text or made meaningful notes or  questions; shows difficulty with vocabulary;  mispronounces important words; key concepts misunderstood; little  evidence of serious  reflection prior to the  seminar. | Student is unprepared  for the seminar;  important words,  phrases, ideas in the text are unfamiliar; no notes or questions marked in  the text; no attempt  made to get help with  difficult material. unprepared without  notes, pencil/pen or  perhaps even without  the text. |