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|  | 5 | 4 | 3 | 2-1 |
| Conduct | Demonstrates respect forthe learning process; haspatience with differentopinions and complexity;shows initiative by asking others for clarification: brings others into theconversation, moves theconversation forward;speaks to all of theparticipants; avoidstalking too much. | Generally showscomposure but maydisplay impatiencewith contradictory orconfusing ideas;comments, but doesnot necessarilyencourage others toparticipate; may tendto address only theteacher or get intodebates. | Participates and expresses a belief that his/her ideas areimportant in understanding the text; may makeinsightful comments but is either too forceful or too shy and does not contribute to the progress of theconversation; tends todebate, not dialogue. | Displays little respectfor the learning process; argumentative; takesadvantage of minordistractions; usesinappropriate language; speaks to individuals rather than ideas; arrivesunprepared withoutnotes, pencil/pen orperhaps even withoutthe text. |
| Speaking & Reasoning | Understands questionbefore answering; citesevidence from text;expresses thoughts incomplete sentences; moves conversation forward; makes connections between ideas; resolvesapparent contradictoryideas; considers others’viewpoints, not only his/her own; avoids bad logic. | Responds to questions voluntarily; comments show an appreciationfor the text but not anappreciation for thesubtler points within it; comments are logical but not connected toother speakers; ideasinteresting enough that others respond tothem. | 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 intoaccount but may not flow logically in conversation. | Extremely reluctant to participate even when called upon; comments illogical and meaningless; maymumble or expressincomplete ideas; little or no account taken of previous comments orimportant ideas in thetext. |
| Listening | Pays attention to details;writes down questions;responses take intoaccount all participants;demonstrates that he/shehas kept up; points outfaulty logic respectfully;overcomes distractions. | Generally paysattention and respondsthoughtfully to ideasand questions of otherparticipants and theleader; absorption inown ideas may distract the participant fromthe 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 inresponse to ideas andcomments. | Appears uninvolved in the seminar; comments display completemisinterpretation ofquestions or comments of other participants. |
| Knowledge of Text and Preparation | Thoroughly familiar withthe text; has notations and questions in the margins; key words, phrases, andideas are highlighted;possible contradictionsidentified; correctlypronounces importantvocabulary. | Has read the text andcomes with some ideas from it but these may not be written out in advance; goodunderstanding of thevocabulary but maymispronounce somenew or foreign words. | Appears to have read or skimmed the text but has not marked the text or made meaningful notes orquestions; shows difficulty with vocabulary;mispronounces important words; key concepts misunderstood; littleevidence of seriousreflection prior to theseminar. | Student is unpreparedfor the seminar;important words,phrases, ideas in the text are unfamiliar; no notes or questions marked inthe text; no attemptmade to get help withdifficult material. unprepared withoutnotes, pencil/pen orperhaps even withoutthe text. |