

<p>Graduation Standard 1 (GSE Reading): Read closely to analyze and evaluate all forms of (i.e. complex literary and informational) texts.</p> <p>Graduation Standard 4 (GSE Speaking and Listening/Collaboration): Collaborate and communicate effectively in a range of discussions, responding appropriately to diverse perspectives.</p> <p>Graduation Standard 5 (GSE Speaking and Listening/Presentation): Communicate information, reasoning, and supporting evidence that conveys a clear and distinct perspective.</p> <p>Graduation Standard 6 (GSE Language): Employ the components of language (including conventions and word choice) effectively in written or spoken form.</p>	
<p>9-8 (95/90)</p>	<ul style="list-style-type: none"> Preparation is thorough and purposefully organized, exploring multiple complex thematic ideas that are articulately stated, drawing copious evidence from <u>all</u> of the required texts, insightfully analyzing thematic meaning, and consistently creating intertextual connections and analysis of devices. <p>Student serves as a leader, fostering collaborative discussion of complex ideas.</p> <ul style="list-style-type: none"> Comments are insightful and poignantly focus on thematic ideas that are articulated with mature and sophisticated language. Assertions and questions propel discussion and reveal an advanced balance of contribution and active listening by connecting directly to comments of other students as well as purposefully involving and encouraging others to participate. Apt, specific, and abundant textual evidence is drawn from a wealth of varied texts. Thematic ideas are convincingly supported with consistent intertextual connections. Thematic analysis is enhanced by consistent analysis of relevant literary and rhetorical elements as they illustrate thematic meaning.
<p>7-6 (85/80)</p>	<ul style="list-style-type: none"> Preparation is effective, examining complex thematic ideas in clear statements, drawing sufficient evidence from <u>most</u> of the required texts, clearly analyzing thematic meaning with some intertextual connections, and accurately identifying relevant devices. <p>Student is an effective and active participant in the collaborative discussion of complex ideas.</p> <ul style="list-style-type: none"> Comments are reasonable and consistently focus on thematic ideas that are stated with clear language. Assertions and questions contribute to collaborative discussion, showing a respect of all participants in conversation by deliberately connecting to comments of other students. Relevant and accurate textual evidence is drawn from various texts. Thematic ideas are supported with some intertextual connections. Analysis includes identification of literary and rhetorical elements that are relevant to thematic ideas.
<p>5 (70)</p>	<ul style="list-style-type: none"> Preparation is adequate and tends to be superficial, identifying thematic ideas and drawing evidence from multiple of the required texts, providing simplistic explanations of evidence and theme, and identifying occasional intertextual connections and devices. <p>Student is an adequate yet superficially involved participant in the collaborative discussion of complex ideas.</p> <ul style="list-style-type: none"> Comments are plausible and generally relevant to thematic ideas that are generally clearly stated though language may reveal some lapses. Assertions and questions relate to collaborative discussion but may reveal more concern for individual contribution than for group conversation by contributing ideas that tangentially connect to comments of other students. Limited but adequate textual evidence with some summary is drawn from several texts. Thematic ideas are minimally supported with few intertextual connections. Analysis may suggest literary and rhetorical elements but not reference precise terminology.
<p>4-3 (60/50)</p>	<ul style="list-style-type: none"> Preparation is inadequate, vaguely identifying thematic ideas or failing to note complexity, referencing evidence from some texts, providing overly simplified explanations of evidence, and identifying few intertextual connections and devices. <p>Student is a limited participant in the collaborative discussion.</p> <ul style="list-style-type: none"> Comments are unclear or inconsistent in relating to thematic ideas and stated with imprecise or vague language. Assertions and questions may fail to contribute to collaborative discussion (including dominating conversation), rarely connect to comments of other students. Evidence relies primarily on summary and is drawn from few texts. Superficial connections are made between thematic ideas and text, and intertextual connections are rare. Analysis may fail to note literary and rhetorical elements that could support thematic ideas and textual analysis.
<p>2-1 (40/30)</p>	<ul style="list-style-type: none"> Preparation is meager, conveying little understanding of theme or complexity, listing evidence from only a few texts, failing to provide adequate explanations of evidence, and providing rare or no identification of intertextual connections and literary devices. <p>Student is a rare and inadequate participant in the collaborative discussion.</p> <ul style="list-style-type: none"> Comments address thematic ideas vaguely or confusingly or may fail to note thematic ideas in trite or inappropriate language Assertions and questions are scarce and unsuccessful in contributing to collaborative discussion by failing to connect to comments of other students (expect for responses to direct questions). Evidence is extremely vague, general, or nonexistent and references one text only. No connections are made between thematic ideas and textual evidence. Analysis fails to note literary and rhetorical elements.

Preparation Grade: _____ Discussion Grade: _____

DISCUSSION	COMMENTS	QUOTATIONS	TEXTS	CONNECTIONS
Socratic Seminar				
Today's Meet				
TOTAL				