

**Sample Scoring Rubric\***

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Speaking</b>	<p>Speaks clearly and articulately</p> <p>Uses sophisticated and appropriate language</p> <p>Effectively uses tone and emotion</p> <p>Uses an appropriately loud voice</p> <p>Makes effective eye contact with the group</p>	<p>Speaks clearly and articulately</p> <p>Uses a loud voice</p> <p>Makes eye contact with the group</p>	<p>Comment is unclear; may be vague, rambling, or insufficiently explained</p> <p>Volume is too low</p> <p>Words are mumbled</p> <p>Language is inappropriate and/or too colloquial</p> <p>Does not make eye contact with the group</p>	<p>Comment is so unclear as to make it incomprehensible</p> <p>Comment is irrelevant and/or inappropriate to the discussion</p> <p>Language is inappropriate and/or offensive</p>
<b>Arguing from Evidence</b>	<p>Every argument is grounded in relevant texts and/or historical or literary references</p> <p>Evidence from outside the text is detailed, specific, and relevant</p> <p>Makes direct references to specific passages from the text</p> <p>Closely reads the text to make an in-depth and original analysis</p>	<p>Arguments are based in relevant texts and/or historical and literary references</p> <p>Evidence from outside the text is specific and relevant</p>	<p>Arguments have little basis in relevant texts and/or historical and literary references</p> <p>Evidence from outside the text is unspecific, and/or irrelevant</p> <p>Textual evidence used does not support the argument being made and/or is insufficiently or incorrectly explained</p>	<p>Provides no relevant and/or appropriate evidence to support argument</p>
<b>Preparation</b>	<p>All important sections of the text are annotated</p> <p>Annotation shows full understanding of the text</p> <p>Annotation includes sophisticated connections, comments, and/or questions</p>	<p>All important sections of the text are annotated</p> <p>Shows a grasp of key concepts in the text</p>	<p>Some sections are not annotated</p> <p>Does not understand key ideas in the text</p>	<p>Little to no annotation</p>

<b>Leadership</b>	<p>Effectively moves conversation forward by summarizing student ideas, linking student ideas, questioning student ideas, and/or clarifying student ideas</p> <p>Listens closely and reflects upon what others have said</p> <p>Brings out a key idea missed by the group</p> <p>May bring up a relevant idea or question that radically alters the direction of the discussion</p>	<p>Moves conversation forward by summarizing student ideas, linking student ideas, questioning student ideas, and/or clarifying student ideas</p> <p>Listens to others and reflects upon their ideas</p>	<p>Does not effectively move conversation forward</p> <p>Comments do not connect to the ideas previously discussed</p> <p>Does not actively listen and/or take notes</p>	<p>Takes no responsibility for the seminar</p> <p>May not speak at all, or comment may reflect a lack of interest or respect for the group</p> <p>Body language shows disinterest during seminar</p> <p>Comes to seminar unprepared and/or late</p>
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\*This rubric represents the collective work of teachers at [The Brooklyn Latin School](#) over the course of five years. It is used to assess seminar, one of the school's essential features. This rubric is intended to be a dynamic document—one that will evolve in response to teacher input.