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**Student Name: Topic:**

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| CATEGORY  | Exemplary (4)  | Accomplished (3) | Developing (2) | Basic (1) |
| Creation of Sound Arguments  | Clearly states premises within a sophisticated, rational and logical argument  | Presents basic premises within a clear, rational and logical argument  | Sometimes presents premises for an argument. Some elements of the arguments were unclear  | Arguments were unclear and lacked a logical structure  |
| Use of Evidence  | Every major point was well supported with several relevant facts, statistics and/or examples.  | Every major point was adequately supported with relevant facts, statistics and/or examples.  | Every major point was supported with facts, statistics and/or examples, but the relevance of some was questionable.  | Every point was not supported.  |
| Adherence to the Rules  | Actively engages in Socratic Discussion and fully adheres to the established format  | Engages in the Socratic Discussion and adheres to the format of the discussion  | Some input was provided but structures of discussion were not adhered to.  | Does not participate in the discussion.  |
| Peer Participation and Engagement  | Systematically engages others into the discussion through questions, comments and selection to ensure all gain understanding  | Attempts to engage others into the discussion through questions, comments and selection  | Limited engagement of others was evident.  | Makes no attempt to engage others  |
| **Total Score** | 16-15(7) -100-96 14-13(6) 94-9212-11(5) 90-8610-8 (4) 82-747-5 (3): 70-62 | **Comments:** |

Socratic Seminar Peer Evaluation Form **Name of Evaluator: Student Assessed:**

**Instructions:** Use the below form to assess your assigned student. Make sure that you take notes to justify your assessment and provide a summary of those points in your comments section. Remember that in addition to assessment, you are also responsible for developing further discussion questions if the inner circle discussion falters.

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| CATEGORY  | Exemplary (4)  | Accomplished (3) | Developing (2) | Basic (1) |
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| **Overall Performance** | **Supporting Evidence/Comments** |