APUSH
Silent Seminar Discussion Rubric

For each Silent Seminar, student responses will be judged according to the rubric below. **NOTE:** Any student that was absent during the seminar **must** submit their responses to the assigned questions independently for a grade. In class work on Silent Seminars will be worth a total of **40 points**.

Conduct			
Excellent (8)	*Good (6)*	*Fair (3)*	*Unsatisfactory (0)*
Demonstrates respect for the learning process; has patience with different opinions and complexity; maintains focus on the given task and is respectful to peers.	Generally shows composure but may display impatience with contradictory or confusing ideas, or directions; Minor distractions during silent seminar. Minor detraction from subject matter in responses.	Participates and expresses a belief that his/her ideas are important in understanding the text; may occasionally detract from the atmosphere of the silent seminar. Included responses that were somewhat inappropriate/off task.	Displays little respect for the learning process; argumentative; takes advantage of minor distractions; uses inappropriate language; Included responses that were very inappropriate and/or disrespectful
Comments:			

Preparation/Reading			
Excellent (14)	*Good (12)*	*Fair (9)*	*Unsatisfactory (5)*
Thoroughly familiar with the text; showcases numerous examples of comprehending the material.	Has read the text and comes with some ideas from it but these may not be fully understood as evidenced by their responses.	Appears to have read or skimmed the text but shows minimal evidence that they understood the key aspects of the reading.	Student is unprepared for the seminar; important words, phrases, ideas in the text are unfamiliar to student.
Comments:			

Written Responses			
Excellent (18)	*Good (16)*	*Fair (12)*	*Unsatisfactory (6)*
Contributions are new insight relevant, clear, specific and of sufficient length. Clearly responds to given question/discussion.	Contributions are relevant, clear, specific response to the task but of notably less refinement in either diction or analysis.	Contributions are relevant, clear, but not specific or relies heavily on vague, general or hypothetical information.	Contributions are minimal, blank or unrelated to the given task.
Comments:			