

Student Seminar Evaluation Rubric (graded on 3 to 5 scale)

	5–Mastery	4–Proficiency	3–In Progress
Notebook And Reflection	<ul style="list-style-type: none"> • Shows engagement with most Seminar topics • Reflects on specific discussion experiences in the context of their broader Seminar experience • Averaging 90-100% for notebook grade 	<ul style="list-style-type: none"> • Shows engagement with some Seminar topics • Reflects on specific discussion experiences, but not on the broader Seminar experience • Averaging 80-89% for notebook grade 	<ul style="list-style-type: none"> • Shows little engagement with Seminar topics • Shares few reflections on specific Seminar topics or the broader Seminar experience • Averaging below 80% for notebook grade
Participation	<ul style="list-style-type: none"> • Comes to discussions prepared, having done all required readings • Actively responds to discussion questions and poses follow-up questions • Builds on or challenges existing ideas and conclusions • Makes new connections and relates the current discussion to broader themes or larger ideas • Explicitly draws on preparation by referring to evidence from materials • On camera • Speaks 2x a session on mic 	<ul style="list-style-type: none"> • Contributes to discussion, may or may not pose follow-up questions • Responds but does not build upon others' points • Can connect to broader themes and ideas with prompting • Comes to discussions somewhat prepared, has understood basic concepts of readings • Refers to materials with some specificity • On camera • Speaking on mic in a session or in chat with 1-2 responses • Chats on topic 	<ul style="list-style-type: none"> • Reluctant to participate, even with prompting • Struggles to respond to other students' points and to build on current discussion • Come to discussions ill-prepared • Has little to no knowledge of reading materials • Rarely speaks on mic or in chat (1x or less a session) • Often off camera • Chats are off topic or irrelevant to conversation

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	<ul style="list-style-type: none"> • Chats on topic and relevant to the current discussion 	<p>and relevant to the current discussion</p>	
Listening/Response	<ul style="list-style-type: none"> • Responds thoughtfully to diverse perspectives • Demonstrates active listening with specific responses/follow-up questions to other students' contributions • Actively incorporates others into the discussion and makes space for others to participate 	<ul style="list-style-type: none"> • Responds mostly to similar perspectives • At times unaware of how much or how little they are speaking • Attentive to other students' contributions (may not offer specific responses/follow-up questions) 	<ul style="list-style-type: none"> • Dismissive of differing perspectives • Unaware of how much they are speaking • Unresponsive to other students' contributions • Unresponsive to Guides
Critical Analysis	<ul style="list-style-type: none"> • Shows appropriate evaluation of credibility off reading materials • Qualifies or justifies their own views and understanding with evidence for their claims 	<ul style="list-style-type: none"> • Evaluates sources reactively, but not proactively • Occasionally qualifies and justifies their own views with evidence for their claims 	<ul style="list-style-type: none"> • Does not evaluate quality of sources • Only rarely qualifies and justifies their own views with evidence for their claims