**Rubric for Socratic seminar and summative position project (provided to students in advance)**

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| **Category** | **4** | **3** | **2** | **1** |
| **Inherent complexity** | Thoroughly and thoughtfully integrates and explains the relevant social and scientific issues and demonstrates superior knowledge of their connectedness | Integrates and explains the relevant social and scientific issues and demonstrates above average knowledge of their connectedness. | Touches on either social or scientific issues or both in a superficial or routine manner. Demonstrates average knowledge of one or subjects, but doesn’t do a good job of connecting them. | Little or no thought of either social or scientific issues and/or leaves one out completely. Demonstrates little to no knowledge of one or both subjects and there is no obvious attempt to connect them. |
| **Multiple perspectives** | Thoroughly and thoughtfully integrates superior knowledge of the relevant perspectives of stakeholders, including self, and their impact on one another | Integrates above average knowledge of the relevant perspectives of stakeholders, including self, and their impact on one another. | Touches on perspectives of stakeholders and/or may not include relevant stakeholders. Includes self superficially or incompletely. Does an incomplete job of addressing impacts of stakeholders on one another. | Little or no thought on perspectives of stakeholders, self and/or vaguely address impacts on any stakeholders and/or their impact on one another. |
| **Further inquiry** | Thoroughly and thoughtfully examines and explores how new learning leads to further questions. Poses new questions and searches for further relevant information | Examines and explores how new learning leads to further questions. Poses new questions and searches for relevant information. | Examines and/or explores new learning and/or further questions in an incomplete or superficial manner. Attempts to pose new questions and/or search for relevant information. | Little to no questioning or examination of new learning. Little to no obvious searching for relevant information. |
| **Skepticism** | Thoroughly and thoughtfully examines relevant outside and personal bias on all sides of the issue equally and impartially | Examines relevant outside and personal bias on most sides of the issue equally and impartially. | Examines outside and personal bias in an incomplete or superficial manner. | Little to no examination of outside and personal bias. |
| **Strategies for solutions** | Creatively and thoughtfully offers an integrated social studies and scientific solution based on careful examination of the relevance of each discipline to help resolve the issue | Offers an integrated social studies and scientific solution based upon examination of the relevance of each discipline to help resolve the issue. | Attempts to offer a social studies and/or scientific solution but may not be integrated or relevant. | No solution is offered, or solution is unrelated or confusing in nature and/or is not an integrated solution. |
| **Communication** | Exhibits above average communication and is professional, fluent, and engaging to the audience. | Exhibits average communication and is professional, fluent, and engaging to the audience. | Exhibits inconsistent communication and attempts to be professional, fluent, and engaging to the audience. | Communication is deficient in professionalism and fluency and/or is confusing to the audience. |