

	10 Exceeds	8 Meets	7 Approaching	6-0 Not met
Conduct	Demonstrates respect the process by engaging and responding to varying opinions, looks at speaker, takes notes and moves conversation forward. Arrives prepared with annotated text, notes and text. Does not dominate the conversations but yields the floor to those struggling to speak.	Demonstrates some respect the process by engaging and responding may look at the speaker but can be impatient, dominates the coversation or speaks only to the teacher. Arrives prepared with annotated text, notes and text.	Somewhat participates but appears somewhat disengaged. Does not contribute to the process or tends to debate. May have arrived unprepared. Does not make comments that engage depth of knowledge or extended analysis.	Does not contribute to the process, may be distracted or distracting. May talk off topic or interrupts speaker. Has arrived unprepared without materials. Speaks only to plot and avoids analysis.
Speaking	Comments are connected to other ideas, considers other viewpoints and engages deeper annaylsis. Comments resolve or address contradictory ideas. Speaker demonstrates confidence.	Responds to questions generally but may not be specific. Comments may not connect to others ideas and viewpoints. Comments do not resolve contradictions. Speaker somewhat demonstrates confidence.	Responds to questions but does not reference text directly or may incorrectly cite text: comments may not be directly relevant to others ideas or may not follow logic or flow within the context of discussion. Speaker attempts to demonstrates confidence.	Reluctant to speak or may refuse to answer. May speak only to plot. Ideas are poorly communicated. Comments may be off topic or make personal reference rather than making use of the text. Confidence is lacking or students .
Reasoning	Cites direct evidence from text to support ideas. Makes logical conclusions with cited evidence. Moves the conversation forward and engages complex analysis.	Cites general evidence from text to support ideas. Makes logical conclusions with cited evidence. May make generalized annaylsis. .	Does not cite evidence from text to support ideas. Makes generalized conclusions or may only extend on others ideas but does offer new analysis and explanations to the discussion. May only discuss plot without supporting annaylsis.	Does not cite evidence from text to support ideas or makes logical conclusions. Does not move the conversation forward. Has not demonstrated critical thought. Only offers superficial plot observations to the conversation.
Writing	Has written a strong logical argument using textual evidence as support. Has addressed contradictory ideas. Has analyzed character motivation and subtext and offered evidence not related to plot.	Has written a somewhat logical argument using minimal textual evidence as support. Has addressed contradictory ideas. Has somewhat analyzed character motivation and subtext but does not reach beyond plot ideas.	Has written an argument. Has not addressed contradictory ideas. Has not analyzed character in a superficial manner.	Has not written sufficiently to score. May not have completed an argument or wrote off topic. May not be legible and can not be scored. Has not offered an analysis that reflects critical thought. May repeat ideas spoken in discussion.
Total 40				

Type your responses t to the following:

1. Explain a comment someone made during seminar that you **disagreed** with and respond to it **using textual evidence to support your position and ideas.**
2. Explain a comment someone made during seminar that you **disagreed** with and respond to it **using textual evidence to support your position and ideas.**
3. Explain one comment that made you rethink what you originally thought or changed your mind. Explain **how or why** the comment made you rethink your original thoughts. **Connect your ideas to the text. Writing must reflect analysis that extends beyond plot events and plot structure.**