

## Academ<sub>x</sub>: Effective Seminars

### Rubric for Assessing Student Learning in Seminar

From Fiksdal, S. 2014. *A Guide to Teaching Effective Seminars: Conversation, Identity, and Power*. London & New York: Routledge

Level of Proficiency	Category of Idea	Comments/Evidence
Proficient	<p>Brings theory from text or other class materials to bear on ideas</p> <p>Contributes a new idea or asks a fruitful question based on good analysis</p> <p>Comments indicate some original synthesis of ideas</p> <p>Listens carefully and summarizes ideas or makes connections between them</p> <p>Disagrees showing respect for other students' points of view</p> <p>Expresses ideas clearly and succinctly</p> <p>Consistently shows responsibility for learning</p>	
Meeting Minimal Requirements	<p>Provides some analysis of the text</p> <p>Tests understanding of a theory in the text by explaining it</p> <p>Provides evidence from the text for ideas presented</p> <p>Listens to other students and builds on their ideas</p> <p>Asks for clarification or explanations of major points</p> <p>Most ideas and comments are well explained</p>	
Beginning	<p>Agrees or disagrees minimally with the author or another student.</p> <p>Asks a question which indicates superficial reading of the text</p> <p>Participation varies widely from seminar to seminar</p> <p>Contributions are not always clearly stated</p> <p>Silent but some learning is apparent in other forums</p>	