

# Seminar Leadership #1

Group: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Topic: \_\_\_\_\_  
 Date: \_\_\_\_\_

Grade: \_\_\_\_/7 \_\_\_\_

	Objective	Unacceptable	Marginal	Acceptable	Exemplary	Score	Comments
<b>Individual</b>	<b>Evidence of Comprehension of Reading</b>	You don't capture the key ideas or understand the relationship of the ideas to one another.	You don't capture the key ideas very well or understand the relationship of the ideas to one another. Some of the basic concepts are present.	Your presentation of the key ideas is adequate, but some are left out and/or the relationships of the ideas are not presented accurately.	You accurately and fully represent your part of the topic, capturing the key ideas and understanding the relationship of ideas.	/2	
	<b>Clarity of Expression</b>	You speak too quietly and in a monotone, and the logic and content of your presentation is unclear.	Your presentation is unclear or interrupted by pauses or unnecessary words.	You have solid material, but are hesitant or quiet in your delivery.	You speak clearly and with adequate volume; you know what you want to say and you deliver it well.	/2	
<b>Group</b>	<b>Facilitation of Discussion</b>	Questions posed to the class are unclear, address peripheral issues, and/or do not cover all the readings adequately. Questions are dead-ends, asking for personal opinions or requiring yes/no answers. You've each come up with your own questions and do not help each other develop the points.	The questions posed to the class are often unclear, and address only one or two central issues raised by the readings. Questions sometimes are just read and not developed; you move on too quickly to the next question without exploring the current one in depth. Only one of you really helps to facilitate other team members' questions.	The questions posed to the class are generally clear and address several of the central issues raised by the readings. Questions generally require answers that are not opinions or simple yes/no issues, but invite deeper reflection and attention to postcolonial terms. Most of you help to facilitate each others' questions.	The questions posed to the class are clear and address the central issues raised by the readings. They require answers that are not opinions, but positions that can be demonstrated from the readings. All readings are covered. You each take responsibility for each others' questions, and intervene equally in developing conversations after pauses.	/2	
	<b>Flow</b>	Group members have not planned the presentation in advance and do not deliver it well.	Some students are unprepared, and the group as a whole shows some confusion about the order.	The presentation runs smoothly for most parts.	Presentation is well-organized ahead of time; all members know what to do and when.	/1	

# Seminar Leadership #2

Group: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Topic: \_\_\_\_\_  
 Date: \_\_\_\_\_

Grade: \_\_\_\_/8 \_\_\_\_

	Objective	Unacceptable	Marginal	Acceptable	Exemplary	Score	Comments
<b>Individual</b>	<b>Evidence of Comprehension of Reading</b>	You don't capture the key ideas or understand the relationship of the ideas to one another.	You don't capture the key ideas very well or understand the relationship of the ideas to one another. Some of the basic concepts are present.	Your presentation of the key ideas is adequate, but some are left out and/or the relationships of the ideas are not presented accurately.	You accurately and fully represent your part of the topic, capturing the key ideas and understanding the relationship of ideas.	/3	
	<b>Clarity of Expression</b>	You speak too quietly and in a monotone, and the logic and content of your presentation is unclear.	Your presentation is unclear or interrupted by pauses or unnecessary words.	You have solid material, but are hesitant or quiet in your delivery.	You speak clearly and with adequate volume; you know what you want to say and you deliver it well.	/2	
<b>Group</b>	<b>Facilitation of Discussion</b>	Questions posed to the class are unclear, address peripheral issues, and/or do not cover all the readings adequately. Questions are dead-ends, asking for personal opinions or requiring yes/no answers. You've each come up with your own questions and do not help each other develop the points.	The questions posed to the class are often unclear, and address only one or two central issues raised by the readings. Questions sometimes are just read and not developed; you move on too quickly to the next question without exploring the current one in depth. Only one of you really helps to facilitate other team members' questions.	The questions posed to the class are generally clear and address several of the central issues raised by the readings. Questions generally require answers that are not opinions or simple yes/no issues, but invite deeper reflection and attention to postcolonial terms. Most of you help to facilitate each others' questions.	The questions posed to the class are clear and address the central issues raised by the readings. They require answers that are not opinions, but positions that can be demonstrated from the readings. All readings are covered. You each take responsibility for each others' questions, and intervene equally in developing conversations after pauses.	/2	
	<b>Flow</b>	Group members have not planned the presentation in advance and do not deliver it well.	Some students are unprepared, and the group as a whole shows some confusion about the order.	The presentation runs smoothly for most parts.	Presentation is well-organized ahead of time; all members know what to do and when.	/1	