



**Chula Vista Christian University**  
**Socratic Discussion Rubric**  
**2020-2021**

Student Name: \_\_\_\_\_ Course: \_\_\_\_\_ Date: \_\_\_\_\_

<b>Rubric Score</b>	<b>Preparation</b> Reading / Summarizing	<b>Engagement</b> Discussion Participation	<b>Human Element</b> Relatability / Connection	<b>Biblical Integration</b> Scriptural Analysis
<b>5</b> <b>Exemplary</b>	Comments reveal a critical reading of text with appropriate context and vocabulary. Initiates specific references to text to support and defend ideas without external prompting.	Demonstrates thoughtful and active participation throughout session. Consistently stays on task. Body language is active. Consistently makes eye contact.	Contributes to the success of the group. Is consistently winsome and respectful. Frequently responds using cohort names. Comments indicate accurate and perceptive listening. Shares human experiences that serve to create relatability and connection.	Frequently integrates scriptural references and demonstrates understanding of biblical analogies. Seems well-versed in scriptural understanding and analysis.
<b>4</b> <b>Developing</b>	Remarks reveal that text was read, and ideas are relevant. Utilizes textual analysis effectively when challenged to do so.	Demonstrates mostly active participation throughout session. Stays on task. Body language is active. Often makes eye contact.	Demonstrates respect and enthusiasm. Listens and is able to respond to ideas and questions from others with little digression. May sometimes use names in responses. Comments indicate a level of accurate listening. Sometimes shares human experiences that connect with cohort.	Frequently integrates scriptural references and demonstrates understanding of biblical analogies. Seems well-versed in scriptural understanding and analysis.
<b>3</b> <b>Average</b>	Remarks reveal text was likely read, but ideas may be irrelevant or incomplete. Has difficulty making	Demonstrates active participation through most of session. Stays on task most of the time. Body	Demonstrates general respect for the group but is not always supportive or inclusive. Generally listens but is not always attentive as evident in some disconnected responses.	Occasionally integrates scriptural references and demonstrates understanding of biblical analogies when prompted. Seems relatively

	references to text to support and defending ideas.	language and eye contact show some engagement.	Tends to shy away from sharing or connecting with the human experience.	well-versed in scriptural understanding and analysis.
<b>2</b> <b>Needs Improvement</b>	Remarks reveal only a cursory reading of the text. Questions/content lacks substance. Makes few references to text/is unable to defend origin of ideas when challenged to do so.	Participates in session but may be off task. Occasionally carries on side conversations. May be disengaged or lack eye contact.	Speech and manner suggest a lack of support and/or respect. Lacks awareness of group dynamics. Comments may be relevant to topic but lack connection to what has been said by others. May seem closed off and unwilling to relate or connect with others.	Does not integrate biblical constructs without prompting. Does not seem particularly well-versed in scriptural understanding or analysis.
<b>1</b> <b>Undeveloped</b>	Remarks suggest the text was not carefully read. Questions lack substance for discussion. Makes no references to text to support and defend ideas. Ideas appear “off the cuff.”	Is a passive observer of session or is often off-task. Side conversations are frequent. May seem distracted.	Makes no attempt to be inclusive. Uses disrespectful language. Centers dialogue on self. Does not listen adequately; therefore, comments are random and may be irrelevant. Seems closed off and unwilling to relate or connect with others.	Does not appear to understand biblical constructs or their relevance to the discussion. Does not integrate scriptural references or demonstrate understanding of biblical analysis.

Successes:

Challenges:

Strategic Intervention Plan: