



Learning Target: I can participate and lead a Socrates Cafe

Our most common way of talking is telling: asserting the truth about the way things are and must be, not allowing that there might be other truths and possibilities. And our most common way of listening is not listening: listening only to our own talking, not to others. This way of talking and listening works fine for solving simple problems, where an authority or expert can work through the problem piece by piece, applying solutions that have worked in the past. But a complex problem can only be solved peacefully if the people who are part of the problem work together to creatively understand their situation and to improve it.

-Adam Kahane

List of Learning Targets	Proficient with Distinction	Proficient	Basic Proficient	Making Progress	Getting Started
Identifying Questions	I can identify the themes inherent in human questions about themselves, their role in the world, in most texts	I can find the stated and implied questions embedded in any text	I can identify stated questions in texts I am beginning to identify implied questions in texts	I can identify stated questions in texts	I am beginning to see that every text has questions in it I am beginning to consider what questions people ask.
Listening for Understanding (Socratic Dialogue Element)	The listener provides the trampoline effect* *best form of listening comes in playing the same role for the other person that a	I can listen for understanding by: →asking questions to promote discovery and insight →participating in	I can create a safe environment in which difficult, complex, or emotional issues can be discussed. →I clear away distractions like	I can describe the difference between hearing and listening I can explain/talk about some of the important aspects of listening and thinking	I can explain the difference between hearing and listening Resources for Kate and Marc • to listen better (TED talk)

	trampoline plays for a child. It gives energy, acceleration, height and amplification.	a two way cooperative dialogue →seeking to understand the what the other person is saying, capturing ideas, confirming understanding →asking questions that clarify assumptions →asking questions to help the other person to see the issue in a new light. → refraining from hijacking the conversation so that they or their issues become the subject of the discussion. →observing nonverbal cues, and numerous other subtle body language signals.	phones and laptops, focusing attention on the other person and making appropriate eye-contact. (This behavior not only affects how you are perceived as the listener; it immediately influences the listener's <i>own</i> attitudes and inner feelings. Acting the part changes how you feel inside. This in turn makes you a better listener.)	about how I might apply them in Socrates Cafe.	<ul style="list-style-type: none"> to listen well
Reading Strategies		I determine what type of reading or note-taking strategies I need based on the purpose of the reading or assignment;	I use strategies to build meaning from the text My notes show that I interact with the text and can break down	I am practicing a variety of strategies to see what works for me. I can show evidence of	I am beginning to study a variety of models and strategies that I can use to make meaning of texts and how they might be used

		My notes show I independently use strategies to make sense of the author's main and supporting ideas AND to pose questions, and to analyze what I read.	sentences or passages to make sense of author's main and supporting ideas	interacting with the text with the use of lines, numbers, highlighting, etc.	(link models)
Facilitating Dialogue	I can consider how I might elevate any discussion/dialogue of which I am a part	I can facilitate a Socrates Cafe dialogue	I know what I need to do to help the group think Socratically and am working on figuring out how to do this	I am considering volunteering to facilitate but am still studying what it means to facilitate	I am beginning to consider what facilitating is like in a Socrates Cafe
Examining Assumptions	I am aware of my own and others' assumptions and encourage us to uncover them so we increase our thinking about a topic or idea	I can examine my own and others' thinking to uncover assumptions	I can identify what my assumptions are	I can identify assumptions in text*	I am beginning to consider what an assumption is
Demonstrating Thinking How we interact with philosophical ideas and make sense of them.	I can use philosophical ideas to generate new and original ideas that answer philosophical questions	I can synthesize a variety of ideas with my own thinking (combining a variety of ideas to make new ideas) I can use a variety of thinking strategies to make meaning of ideas	I can apply the philosophers' ideas to current events and real world situations. I can analyze philosophical ideas: compare and contrast, prioritize, make connections, identify cause and effect, evaluate evidence,	I can put philosophers' ideas into my own words (comprehension)	I can list philosophers' names, dates, and basic facts about their philosophies

Effective written communication	<p>I can support my ideas with varied, vivid pieces of evidence that work together to help prove my purpose</p> <p>My writing is free from errors</p>	<p>I can convey my ideas clearly and support them accurately with examples from text*</p> <p>I proofread for errors</p>	<p>I can convey my ideas and support them with examples.</p> <p>There are some errors in the writing.</p>	<p>I can respond to the prompt</p> <p>I am working on clarity and using examples to explain my ideas</p>	<p>I am beginning to consider the variety of things that go into writing a clear piece</p> <p>I am beginning to consider how I edit drafts to improve my writing</p>

*[Link](#) to Scales from CVU that we studied to help us make these scales. In some cases we used their exact language.