

SAMPLE DISCUSSION RUBRICS

FROM : HIGHLINE COMMUNITY COLLEGE

Above Standard 10 - 15 points	Below standard 0 - 10
<p>Initial Posting</p> <p>This excellent posting reflected that the student read and understood the assigned material, referring specifically to assigned reading or related research.</p> <p>The posting has a clear purpose: to inform, persuade, or raise an interesting question. It may also provoke conversation or offer an opposing view of the devil's advocate.</p> <p>When appropriate, the posting refers to outside sources in supporting its arguments.</p> <p>The post meets the word requirement of 150 to 350 words and there are no are no proofing or spelling errors.</p> <p>Post is made early in the assignment period, giving fellow group members plenty of time to reply.</p>	<p>Initial Posting</p> <p>This posting does not reflect that the student did or understood the reading. This posting could have been made without the student doing any reading or research at all.</p> <p>The posting has no apparent purpose other than meeting the assignment requirement. It does not move the conversation forward or offer a reasoned opposing opinion.</p> <p>The posting fails to make appropriate reference to outside materials in supporting any arguments.</p> <p>There are one or more proofing errors.</p> <p>Post is made at the last minute or late.</p>
<p>Replies</p> <p>Replies are substantive and reflect that the student read and thought about the assigned reading and additional sources posted by the person they are replying to.</p> <p>The reply moves the conversation forward or makes a reply to a question asked in response to their own posting.</p> <p>Replies are made over several days rather than all crammed into the due dates.</p>	<p>Replies</p> <p>Replies lack substance and do not reflect any reading or thought about the reading or additional sources.</p> <p>The reply does not move the conversation forward or answer a question presented.</p> <p>Postings are made late on the day the assignment is due so that it is difficult for others to respond.</p>

FROM : CONCORDIA UNIVERSITY

Score	Knowledge	Understanding	Writing skills	Application/ Analysis	Peer responsiveness
5	Comprehensive, in-depth and wide ranging	Outstanding ability to grasp concepts and Relate theory to practice	Excellent mechanics, sentence structure, and organization	Grasps inner relationship of concepts, Excellent use of a wide range of supporting material	Demonstrates an exceptional ability to analyze and synthesize student work, asks meaningful extending questions
4	Up to date and relevant	High level of ability to conceptualize essential ideas and relate theory to practice	Significant mechanics, structure and organization	Demonstrates the ability to analyze and synthesize, independent analysis, good use of a range of supportive material	Demonstrates good ability to analyze other student work, and ask meaningful extending questions.
3	Relevant but not comprehensive	Some ability to conceptualize essential ideas and relate theory to practice	Some grammatical lapses, uses emotional response in lieu of relevant points	Informed commentary with some evidence of genuine analysis; some supportive materials used	Some ability to meaningfully comment on other student work and ask bridging questions
2	Limited superficial knowledge/respo nse	Limited ability to draw out concepts and relate theory to practice	Poor grammar, weak communi- cation	Some observations, some supportive evidence used	Lack of ability to comment on other students work and ask meaningful questions
1	Little relevance/some accuracy	Minimal awareness that external concepts exist	Lack of clarity, poor presentation of thinking	Lacks evidence of critical analysis, poor use of supportive evidence	Demonstrates poor ability to comment on other student work, asks no meaningful questions

FROM : NORTHERN ARIZONA UNIVERSITY

Criteria	Unsatisfactory	Satisfactory	Exemplary
Quantity and Timeliness	Does not submit at least one initial response early in the session and/or does not submit at least two peer responses closer to the end of the session.	Submits at least one initial response early in the session, and at least two peer responses closer to the end of the session.	Submits one initial response early in the session and two or more thoughtful peer responses early in the session, and more than two peer responses closer to the end of the session.
Spelling and mechanics	Does not submit posts that are in complete sentences or two or more of the complete sentences are grammatically incorrect and have greater than 2 spelling errors.	Submits posts that have one or more grammatically incorrect sentences and two spelling errors.	Submits posts that contain grammatically correct sentences without any spelling errors.
Demonstrates knowledge and understanding of content and applicability to professional practice	Post and responses show little evidence of knowledge and understanding of course content and applicability to professional practice.	Post and responses show evidence of knowledge and understanding of course content and applicability to professional practice.	Post and responses show evidence of knowledge and understanding of course content and applicability to professional practice, and include other resources that extend the learning of the community.
Generates learning within the community	Posts do not attempt to elicit responses and reflections from other learners and/or responses do not build upon the ideas of other learners to take the discussion deeper.	Posts attempt to elicit responses and reflections from other learners and responses build upon the ideas of other learners to take the discussion deeper.	Posts elicit responses and reflections from other learners and responses build upon and integrate multiple views from other learners to take the discussion deeper.

FROM : UNIVERSITY OF WISCONSIN - STOUT

Criteria	Unsatisfactory	Limited	Proficient	Exemplary
Critical Analysis	<p>Discussion postings show little or no evidence that readings were completed or understood.</p> <p>Postings are largely personal opinions or feelings, or without supporting statements from the readings, outside resources, relevant research, or specific real-life application.</p>	<p>Discussion postings repeat and summarize basic, correct information, but do not link readings to outside references, relevant research and do not consider alternative perspectives or connections between ideas.</p> <p>Sources are not cited.</p>	<p>Discussion postings display an understanding of the required readings and underlying concepts including correct use of terminology and proper citation.</p>	<p>Discussion postings display an excellent understanding of the required readings and underlying concepts including correct use of terminology.</p> <p>Postings integrate an outside resource, or relevant research, to support important points.</p> <p>Well-edited quotes are cited appropriately.</p> <p>No more than 10% of the posting is a direct quotation.</p>
Participation as a Member of the Learning Community	<p>Discussion postings do not contribute to ongoing conversations or respond to peers' postings.</p> <p>There are no replies to questions or comments.</p> <p>Discussion postings are at midpoint or later in the module or contributions are only posted on the last day of the module.</p>	<p>Discussion postings sometimes contribute to ongoing conversations as evidenced by affirming statements or references to relevant research or, asking related questions or, making an oppositional statement supported by any personal experience or related research.</p> <p>Discussion postings respond to most postings of peers several days after the initial discussion.</p>	<p>Discussion postings contribute to the class' ongoing conversations as evidenced by affirming statements or references to relevant research or, asking related questions or, making an oppositional statement supported by any personal experience or related research.</p> <p>Discussion postings respond to most postings of peers within a 48 hour period.</p>	<p>Discussion postings actively stimulate and sustain further discussion by building on peers' responses including building a focused argument around a specific issue or asking a new related question or making an oppositional statement supported by personal experience or related research.</p> <p>Discussion postings are distributed throughout the module's time frame. Consistently responds to postings of peers within 24 hours.</p>
Professional Communication and Etiquette	<p>Written interactions on the discussion board show disrespect for the viewpoints of others.</p> <p>Written responses contain numerous grammatical, spelling or punctuation errors.</p> <p>The style of writing does not facilitate effective communication.</p>	<p>Some of the written interactions on the discussion board show respect and interest in the viewpoints of others.</p> <p>Written responses include some grammatical, spelling or punctuation errors that distract the reader.</p>	<p>Written interactions on the discussion board show respect and interest in the viewpoints of others.</p> <p>Written responses are largely free of grammatical, spelling or punctuation errors.</p> <p>The style of writing generally facilitates communication.</p>	<p>Written interactions on the discussion board show respect and sensitivity to peers' gender, cultural and linguistic background, sexual orientation, political and religious beliefs.</p> <p>Written responses are free of grammatical, spelling or punctuation errors. The style of writing facilitates communication.</p>

FROM : GEORGIA VIRTUAL TECHNICAL CONNECTION

Outcome	Not Acceptable	Somewhat Acceptable	Acceptable	Highly Acceptable
Assignment Submission & Length	The student did not successfully post the assignment by the due date and did not adhere to the length criteria as outlined in the assignment guidelines.	The student did not successfully post the assignment by the due date or did not adhere to the length criteria as outlined in the assignment guidelines.	The student was slightly late with assignment post and/or was somewhat short with outlined assignment length.	The student successfully posted the assignment on or before the stated due date; adhered to the length criteria as outlined in assignment guidelines.
Use of Technology	The student was unsuccessful in posting assignment in the proper location, was unable to respond to or send email or properly address attachments.	The student was unable to post the assignment in the proper location, or had difficulty in responding/sending email messages and/or attachments.	The students was able to successfully post the assignment in the proper location, but had slight difficulties. There may also have been difficulties with email and attachments.	The student properly posts assignment in correct location, responds to or sends appropriate email correspondence, and opens/sends attachments as necessary.
Grammar/Spelling	The student used more than 5 incomplete sentences and/or more than 6 misspelled/improperly used words while completing the assignment.	The student used between 3-5 incomplete sentences and/or between 4-6 misspelled/improperly used word while completing the assignment.	The student used between 2-4 incomplete sentences and/or 3- 5 Misspelled /improperly used words while completing the assignment.	The student used no more than 1 incomplete sentence and/or 2 or more misspelled/improperly used words while completing the assignment.
Online Etiquette	The student did not communicate respectfully to others while participating in online course activities.	The student was not respectful to others on more than one occasion while participating in online course activities.	The student was somewhat insensitive to others while participating in online course activities.	The student always communicated effectively and respectfully with others during online course activities.
Quality	The student's comments are not clearly connected to assigned readings, other course materials; does not address all required elements in the assignment.	The student has difficulty making comments that are clearly connected to assigned readings or other course materials; frequently does not address all required elements in the assignment.	The student's comments are somewhat connected to assigned readings and/or other course materials; usually addresses all required elements in the assignment; somewhat thoughtful and reflective posts.	The student's comments are clearly connected to assigned readings, other course materials; addresses all required elements in the assignment; thoughtful and reflective posts.

FROM : INTEL® TEACH ESSENTIALS ONLINE

Dimensions	Exceeds	Meets	Requires additional support
Content knowledge	Discussion promotes sophisticated use of content Posts demonstrate participants' mastery of content knowledge. This is evidenced by extensive use of concepts and terminology across most or all posts/threads.	Discussion promotes basic use of content Posts demonstrate participants' adequate understanding of content knowledge. This is evidenced by use of concepts and terminology across some posts/threads.	Discussion promotes uncertain or misguided use of concepts Posts demonstrate participants have not fully grasped content knowledge. This is evidenced with little or no use of concepts and terminology across threads.
	Examples depict understanding of concepts and are clear and accurate. Posts engage concepts critically.	Examples depict understanding of concepts and are clear and accurate.	Examples are correct with some details.
Connection	Posts connect to the assignment/previous posts by addressing most or all its components, and linking to course material or topics learned. Posts draw insightful links between course content and professional practice, with a detailed explanation of participants' own professional practice.	Posts connect to the assignment/previous posts by addressing some of its components. Relevant course topics are mentioned with connections to course material or topics learned with some details/ elaboration. Posts draw links between course content and participants' own professional practice, with some elaboration still needed.	Posts do not connect to the assignment/previous posts and address few or no components of the assignment/previous post. Relevant course topics are mentioned with very few connections to course material or topics learned, or with no details or elaboration. The participants rarely or never mention own professional practice.
Collaboration	Discussion across the posts serves to build new ideas or stimulate further insight.	Posts mostly point to areas of agreement or disagreement and asking clarification questions about previous posts.	Posts are disjointed
Timeliness	Participants show high initiative by posting replies or comments within 2-3 days. Participants invite responses from colleagues, and engage in meaningful interaction in the discussions. Discussion comes to a close by a deadline (e.g., discussion finished by end of that Module).	Participants show some initiative by posting replies or comments within 1 week. Participants invite responses from colleagues. Discussion comes to a close by deadline.	Participants show little or no initiative by posting replies or comments after more than 1 week. Participants suggest few or no ideas that encourage responses. Discussion among participants begins late or not at all (e.g., only facilitator's prompt present at the time the module is over).
Conventions	Overall participants follow online conventions, extend courtesy towards fellow participants by being respectful, polite and adopting a positive tone in posts. Participants compliment and provide constructive feedback to previous posts.	Overall participants follow online conventions, extend courtesy towards fellow participants by being respectful, polite and adopting a positive tone in posts.	Overall, participants do not always follow online conventions, do not extend courtesy towards fellow participants, make curt responses or use overly critical tone in posts. Participants often do not acknowledge previous posts.