

This rubric may be used for self-assessment and peer feedback.

Online Discussion Rubric

Criteria	Unsatisfactory = 0	Limited = 1	Proficient = 2	Exemplary = 3	Score
Critical Analysis (Understanding of Readings and Outside References)	<p>Discussion postings show little or no evidence that readings were completed or understood. Postings are largely personal opinions or feelings, or "I agree" or "Great idea," without supporting statements with concepts 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 or specific real-life application and do not consider alternative perspectives or connections between ideas. 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. Postings integrate an outside resource, or relevant research, or specific real-life application (work experience, prior coursework, etc.) to support important points. Well-edited quotes are cited appropriately. No more than 10% of the posting is a direct quotation.</p>	
Participation in the Learning Community	<p>Discussion postings do not contribute to ongoing conversations or respond to peers' postings. There is no evidence of replies to questions.</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 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 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 at midpoint or later in the module</p>	<p>Discussion postings respond to most postings of peers</p>	<p>Discussion postings respond to most postings of peers</p>	<p>Discussion postings are distributed throughout the</p>	

	or contributions are only posted on the last day of the module.	several days after the initial discussion.	within a 48 hour period.	module (not posted all on one day or only at the beginning or only on the last day of the module).	
Etiquette in Dialogue with Peers	Written interactions on the discussion board show disrespect for the viewpoints of others.	Some of the written interactions on the discussion board show respect and interest in the viewpoints of others.	Written interactions on the discussion board show respect and interest in the viewpoints of others.	Written interactions on the discussion board show respect and sensitivity to peers' gender, cultural and linguistic background, sexual orientation, political and religious beliefs.	
Quality of Writing and Proofreading	Written responses contain numerous grammatical, spelling or punctuation errors. The style of writing does not facilitate effective communication.	Written responses include some grammatical, spelling or punctuation errors that distract the reader.	Written responses are largely free of grammatical, spelling or punctuation errors. The style of writing generally facilitates communication.	Written responses are free of grammatical, spelling or punctuation errors. The style of writing facilitates communication.	
TOTAL					