

## Sample Discussions Rubric

Category	1 pt	2 pts	3 pts	4 pts
<b>Promptness</b>	Did not post all required components of the assignment in a timely manner	Posted one of the required components in a timely manner	Posted most of the required components in a timely manner	Posted all of the required components in a timely manner
<b>Grammar, spelling and format</b>	Did not perform spell check; contains grammar errors; no formatting	Contains some spelling and grammar errors; some attempt at formatting the assignment	Few spelling and grammar errors; assignment is formatted with little room for improvement	No spelling or grammar errors; assignment is well formatted.
<b>Content of assignment</b>	Assignment does not apply any of the course concepts nor does it reference any readings	Assignment contains course concepts but are not applied appropriately; little or no reference to course readings	Assignment contains course concepts that are applied correctly for the most part; few references to course readings	Consistently contains references to course readings, resources student found independently and course concepts are applied correctly
<b>Peer Evaluation</b>	Did not provide any feedback	Provided feedback but of minimal or no substance (e.g., "Good job")	Provided some positive feedback and constructive feedback	Provided both positive and constructive feedback

## Rubric for Forum Discussions

Category	Exemplary (5)	Proficient (4)	Developing (3)	Basic (2)
Content	Expresses understanding of relevant content; provides scholarly references to support views and opinions; offers unique interpretations or perspectives to discussion; demonstrates critical, high-order thinking (evaluation and synthesis).	Recognizes relevant content; demonstrates willingness to express opinion when prompted; often supports opinions with references; occasionally offers a divergent perspective; occasionally expresses critical thinking	Demonstrates a shallow grasp of the material; rarely takes a stand on issues; offers inadequate levels of support; rarely expresses critical thinking.	Demonstrates no significant understanding of material and expresses no support for views or evidence of critical thinking.
Written Expression	Composes grammatically correct sentences consistently; articulates clearly expressed ideas with few typos or misspellings.	Composes grammatically correct sentences most of the time; generally articulates clear ideas, with occasional flaws in logic or transition; occasionally misspells words or uses incorrect syntax.	Composes sentences that are often unintelligible, rambling or grammatically incorrect; often fails to express ideas clearly or cogently; sentences contain many typos or misspellings.	Contributions are usually unintelligible and grammatically flawed, expressing few comprehensible ideas.
Forum Participation	Contributes frequent, prompt, and early discussions to each class forum; many contributions are self-initiated (unprompted) and offer critical ideas or perspectives to the	Contributes discussions regularly, though often in response to others or late in the module; respects opposing views, though often without criticism or elaborative comment that can lead to lively dialogue	Contributes inconsistently, usually as a result of considerable prompting or late into the module; contributions are generally shallow, reflecting a lack of elaboration or critical thinking with which to	Contributes rarely to class forums, with little attempt to engage others in constructive, elaborative dialogue, even when prompted; contributions are shallow, irrelevant, or

	discussion; acknowledges contributions of others while not dominating discussion; respects opposing views, while offering criticism or elaborative comments that can lead to lively dialogue.	(e.g. merely agrees or disagrees without comment).	further the discussion; often displays intolerance of opposing views, thereby restricting engagement in constructive dialogue.	disrespectful to others.
Critical Thinking and Reflection	Contributions generally demonstrate deep, critical and reflective thinking, with consideration of alternate perspectives; when appropriate, questions critical assumptions; contributions forestall possible fallacies in logical consequences of presented ideas; consistently helps others question assumptions and find merit in alternate perspectives; offers frequent transformative ("a ha") experiences to class.	Contributions demonstrate some deep, critical and reflective thinking, with frequent acknowledgement of alternate perspectives; often questions critical assumptions; contributions often identify possible fallacies in logical consequences of presented ideas; presentations often help others question assumptions and find merit in alternate perspectives; offers at least one or two transformative ("a ha") experiences to class.	Contributions only occasionally demonstrate deep, critical and reflective thinking, with frequent acknowledgement of alternate perspectives; rarely questions critical assumptions; contributions rarely identify possible fallacies in logical consequences of presented ideas; presentations rarely help others question assumptions or find merit in alternate perspectives; attempts to offer a transformative ("a ha") experience to class.	Contributions consider only surface or shallow aspects of the topic at hand, with no consideration of alternate perspectives; rarely questions or identifies critical assumptions; contributions display lack of awareness of logical consequences of presented ideas; presentations do not question assumptions or acknowledge alternate perspectives; contributions lead to no transformative ("a ha") experience.
				<b>Total Points</b> <b>35</b>