

## Sample Rubrics for Online Learning:

### I.

A sample of a rubric where a student can earn 0 to 12 points for discussion posting:

CATEGORY	3	2	1	0
Topic Response	Responding to the instructor's topic by Tuesday.	Responding to the instructor's topic by Thursday.	Responding to the instructor's topic by Sunday.	Not responding to the instructor's topic.
Peer Response	Responding to 2 peer postings by Thursday. New stuff.	Responding to 2 peer postings by Friday.	Responding to 2 peer postings by Sunday - OR - ONLY responding to 1 peer.	Responding to NO peer postings.
Final Response	Responding to all peers who have posted a response to you.	Respond to 3/4 of the peers who have posted a response to you.	Responding to 1/2 of the peers who have posted a response to you.	Responding to NONE of the peers who have posted a response to you.
Quality Threads	Student comments that add significantly to the discussion by suggesting other solutions, pointing out problems, or even respectfully disagreeing. Student also substantiates any comments made with reasoning or even source citation. A quality posting is about 30 to 75 words.	Student comments that add moderately to the discussion by suggesting other solutions, pointing out problems, or even respectfully disagreeing. Student does not substantiate any comments made with reasoning or even source citation. Posting is about 20 to 75 words.	Student comments that do not add to the discussion. Student does not substantiate any comments made with reasoning or even source citation. Posting is simple: "I agree" or "Yes" or "No"	Student does not participate at all in the threaded discussion

Vicki Harsh: eteaching institute

II.

Multicultural/ Human Relations Student Assessment Rubric  
**Threaded Discussion Rubric**

Knowledge	Understanding	Writing skills	Application/Analysis Of specific component or idea	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, exceptional ability to critically analyze other's comments
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, genuine 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/response	Limited ability to draw out concepts and relate theory to practice	Poor grammar, weak communication	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

**Student Rating:**

**Week #1**

**Q1: 5, 5, 5, 5, 5**

**Q2: 5, 5, 5, 5, 5**

**Q3: 5, 5, 5, 5, 5**

### III.

#### Chat discussion student evaluation rubric:

Knowledge	Focus	Applied Contribution	Demonstration of synthesis of materials
5 Demonstrates exceptional ability to conceptualize knowledge and demonstrates inventive thinking	Maintains sharp focus on subject matter, makes astute contributions	Demonstrates exceptional ability to apply comments to integrated course components	Exemplary evidence of synthesizing course materials. Frequent & relevant expanding comments
4 Depth of knowledge up to date and relevant, reflect some in-depth and personal ideas	Well focused on subject, with frequent relevant comments of discussion subject	Competent in using and adapting understanding to varied applications	Comprehensive synthesis of materials, good ability to make relevant comments integrating other's point of view
3 Depth of knowledge competent, some ability to relate theory to practice	Reasonable focus on subject, occasional astute comments on subject	Frequent use of assertion rather than relevant argument	Some ability to synthesize course materials, well developed point of view
2 Superficial understanding of concepts, beginning to read between the lines	Superficial focus on subject.	Sees things through his/her own ideas and feelings/ ignores or is threatened by different attitudes and views	Little ability to synthesize course materials, few relevant comments
1 Minimal awareness of concepts  Restates what was taught or read	Frequent lack of focus, several off task comments divergent from subject matter	Cites facts and opinions without being able to support or explain them	Poor ability to synthesize course materials and infrequent relevant comments

#### Student Rating:

#### Week #1

**5, 5, 5, 5**

Adapted by Cheryl Redinger from original by Dion, S. *Assessment Rubric*. St. Paul, MN: Concordia University, Professional Development Consortium

### IV.

A very simple rubric for a situation when only a few points are given for a discussion.

The goal in this type of rubric is to encourage participation but simplify grading.

<b>0 points means you did not participate by the due date and time</b>
<b>1 point means that you made a minimal effort and contributed little to the discussion.</b>
<b>2 points means that your contribution is accurate, informative and insightful. Correct spelling and grammar are used.</b>
<b>3 points means that you made a fine contribution to your discussion group, and also made a response to a comment in your 'buddy' discussion group. Correct spelling and grammar are used.</b>

Mary Stephens : Nursing IHCC

V.

## Guidelines and grading criteria for online discussions

Eng 1140, 1108, 1112, 2239, 2237, 1111

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Online discussions are one of the most engaging and productive elements of this course. Your responses to discussion questions, or posts, should be thoughtful and indicative of careful reading. The quality of the writing counts, too. This kind of discussion forum is part of a college course and is therefore more formal and measured than other kinds of online discussions or chats that you may have had. As always, compliance with the Student Conduct Code is expected. Here are guidelines for the online discussions:

1. Please use standard edited English and language (word and phrase choices) that are appropriate for a college classroom.
2. Please respond to all the discussion questions w/complete sentences or complete paragraphs, depending on the complexity of the question and your response to it.
3. Please integrate quotes and specific examples from the texts to add critical depth and intellectual weight to your responses. Include page numbers in parentheses and cite all information sources.
4. Please post your responses before the deadline. Late posts are not acceptable for full credit.

Evaluation criteria:

1. The writer uses standard edited English and college-appropriate language.
2. The writer includes quotes from relevant texts.
3. The writer engages the text and the discussion questions.
4. The writer posts her or his responses within the indicated timeframe.

Depending on the course, online posts count one or two points each. Check the syllabus.

If your post meets these criteria, then you will get full credit for the discussion. If your post does not meet all the criteria (for example, if the post is late or does not include quotes or does not show college level writing), then you will get half credit for the discussion.

A note on plagiarism: Plagiarism degrades the pedagogy and the integrity of the discussion board. If your post contains plagiarized words, phrases, sentences, or information (copied from another student's work or from an outside source), you will forfeit all the discussion points and lose the opportunity to participate in discussions. Your final discussion grade will be a zero. Please do your own work. It is OK to use outside sources and include research. If you include another person's words or ideas in your post, please make sure you use complete and appropriate MLA or APA documentation (depending on the course).