

Discussion Board Grading Rubrics

Samples from Middle Tennessee State University

http://frank.mtsu.edu/~webctsup/faculty/discussionboards/fac_db_samplerubrics.htm

Sample #1

Class participation is an important expectation of this course. Students are expected to offer comments, questions, and replies to the discussion question that have been posed for each module as well as to classmate postings. Students are expected to actively participate in EACH module's discussion **EACH week** throughout the semester. The faculty role is as an observer and facilitator. I will be reading all messages and I will participate in the discussion as appropriate. Students may work ahead on the discussion boards but posting on past week's boards will not allow for stimulating discussions with your classmates.

Evaluation of Assignment:

Postings will be evaluated on the quality of the postings and the degree that the postings promote discussion with classmates. Participation on 15 boards is required (13 modules, Breaking the Ice and Web Sites) and postings will be evaluated per board on the below scale. Students can earn the 5 additional points by showing good effort to engage classmates in discussion comparing activities done on other graded assignments. The discussion assignment will be worth a total of 50 points.

1 Point	2 points	3 points
Minimal response to the module question	Posting responds to the question but does not stimulate further class discussion.	Posting fully addresses the module question and stimulates at least one substantial follow-up posting

Sample #2

The following points are what is looked for in your original postings to the Discussion Board and your replies to others postings (Total of 10 points for each Discussion Board assignment).

Original Posting (7 points):

1. Mentions at least **2 specific points** from the article or reading. (1 point)
2. Relation of **new information** to **old information** learned in the course to date. (1 point)
3. Relation of information in article or reading to **personal experience**. (1 point)
4. Discussion at a **critical level**, not just recitation of facts from the article. (3 points)
5. Length of posting approximately **1** word processing **page**. (1 point)

Note: Discussion at a critical level means discussing things such as your **opinion** of the point mentioned, **why you hold that opinion**, what you **see wrong** with the point mentioned, how you see the point **consistent/inconsistent with what you have learned** so far, **implications** for the future, **consistencies/inconsistencies within the article or reading** itself, and so forth. In other words, critiquing an article means **analyzing the good and/or bad aspects** of the article and **justifying** your analysis. *Do not just tell me what the article or reading states...I already know this.*

Reply to Others' Postings (3 points):

1. Discuss one point you like/agree with, and one point you dislike/disagree with, and why. (2 points)
2. Length should be about 1/2 page in length (approximately 100 words).

Sample #3

Discussion postings that meet all criteria for a grade level will receive the highest points possible at that level. Postings that meet mixed levels of criteria will receive a score within the point range of the appropriate levels.

Participation in discussion activities can only be measured by the date on the discussion posting. For example, participating 3 times during the week is measured by postings on 3 different days; there may actually be 5-6 postings, but participation only occurred 3 times during the week.

A Discussion (90-100): Distinguished/Outstanding

Students earning an "A" for discussion activities have participated 3 or more times during the week and have posted outstanding information.

"A" discussion postings

- are made in time for others to read and respond
- deliver information that is full of thought, insight, and analysis
- make connections to previous or current content or to real-life situations
- contain rich and fully developed new ideas, connections, or applications

B Discussion (80-89): Proficient

Students earning a "B" for discussion activities have participated at least 2 times during the week and have posted proficient information.

"B" discussion postings

- are made in time for others to read and respond
- deliver information that shows that thought, insight, and analysis have taken place
- make connections to previous or current content or to real-life situations, but the connections are not really clear or are too obvious
- contain new ideas, connections, or applications, but they may lack depth and/or detail

C Discussion (70-79): Basic

Students earning a "C" for discussion activities have participated at least 1 time during the week and have posted basic information.

"C" discussion postings

- may not all be made in time for others to read and respond
- are generally competent, but the actual information they deliver seems thin and commonplace
- make limited, if any, connections, and those are often cast in the form of vague generalities
- contain few, if any, new ideas or applications; often are a rehashing or summary of other comments

D-F Discussion (10-69): Below Expectations

Students earning a "D-F" for discussion activities have participated at least 1 time during the week and have posted information that was below expectations.

"D-F" discussion postings

- may not all be made in time for others to read and respond
- are rudimentary and superficial; there is no evidence of insight or analysis
- contribute no new ideas, connections, or applications
- may be completely off topic

No participation in a discussion board activity will result in a zero for that activity.

Sample #4

Criteria	A (90-100) Outstanding	B (80-89) Proficient	C (70-79) Basic	D/F (0-69) Below Expectations
Critical Thinking	<ul style="list-style-type: none"> rich in content full of thought, insight, and analysis 	<ul style="list-style-type: none"> substantial information thought, insight, and analysis has taken place 	<ul style="list-style-type: none"> generally competent information is thin and commonplace 	<ul style="list-style-type: none"> rudimentary and superficial no analysis or insight is displayed
Connections	Clear connections <ul style="list-style-type: none"> to previous or current to real-life situations 	<ul style="list-style-type: none"> new ideas or connections lack depth and/or detail 	<ul style="list-style-type: none"> limited, if any connections vague generalities 	<ul style="list-style-type: none"> no connections are made off topic
Uniqueness	<ul style="list-style-type: none"> new ideas new connections made with depth and detail 	<ul style="list-style-type: none"> new ideas or connections lack depth and/or detail 	<ul style="list-style-type: none"> few, if any new ideas or connections rehash or summarize other postings 	<ul style="list-style-type: none"> no new ideas "I agree with..." statement
Timeliness	<ul style="list-style-type: none"> All required postings Early in discussion Throughout the discussion 	<ul style="list-style-type: none"> All required postings Some not in time for others to read and respond 	<ul style="list-style-type: none"> All required postings Most at the last minute without allowing for response time 	<ul style="list-style-type: none"> Some, or all, required postings missing
Stylistics	<ul style="list-style-type: none"> Few grammatical or stylistic errors 	<ul style="list-style-type: none"> Several grammatical or stylistic errors 	<ul style="list-style-type: none"> Obvious grammatical or stylistic errors Errors interfere with content 	<ul style="list-style-type: none"> Obvious grammatical or stylistic errors Makes understanding impossible

Sample #5

Contents:

1. Evaluation sheet
2. Criteria for Evaluation and an Explanation of that criteria

Discussion Board Discussion Evaluation Sheet

Student _____ -

Course: 311.50 Advanced Composition (online)

Semester: Summer II, 2004

Rating Scale:

3 – Outstanding 2 – Acceptable 1 – Weak, unacceptable 0 – No Posting

Characteristic/Criteria

Discussion Board	Reading Title
Focused on topic	
Organization of ideas/thoughts	
Critical thinking evident in responses	
Correlations of contributions to assigned readings	
Use of other resources/citations	
Thoughtfulness in interactions	
Listening to others	
Grammar/mechanics	
Timeliness per course policy	
Total	x/27
Comments:	
Overall participation score: _____	

Discussion Board Evaluation Sheet-Criteria & Explanation

Criteria	Explanation
Focused on topic	Clear indication that the response is motivated by the particular reading and that the writer has taken a particular slant on that reading and developed it.
Organization of ideas/thoughts	There is a sense in the response that ideas lead to each other and that there are connections being made.
Critical thinking evident in responses	The response is just not a summary but an attempt by the writer to push attempt by the writer to push toward a particular personal meaning.
Correlations of contributions to assigned readings	The response refers consistently to the reading and to particular ideas and situations within the reading that have made an impression.
Use of other resources/citations	The response makes connections to information, writers and other texts the writer has read or seen.
Thoughtfulness in interactions	Evidence of college level thinking that relates the writer's life to the social.
Listening to others	The response illustrates that the writer has been paying attention to those who have interesting and provocative things to say.
Grammar/mechanics	Few grammar or sentence mechanics errors—non that interfere with the meaning the writer wants to convey.
Timeliness per course policy	Possible pts: 3=posted on time; 2=late, 0=no post

Scores:

27 – 22	3 points
21 - 17	2 points
16 and below	1 point
No post	0 points

Sample #6

Discussion Board Grading Rubric

Category	1	2	3	4
Promptness and Initiative	Does not respond to most postings; rarely participates freely	Responds to most postings several days after initial discussion; limited initiative	Responds to most postings within a 24 hour period; requires occasional prompting to post	Consistently responds to postings in less than 24 hours; demonstrates good self-initiative
Delivery of Post	Unitizes poor spelling and grammar in most posts; posts appear "hasty"	Errors in spelling and grammar evidenced in several posts	Few grammatical or spelling errors are noted in posts	Consistently uses grammatically correct posts with rare misspellings
Relevance of Post	Posts topics which do not relate to the discussion content; makes short or irrelevant remarks	Occasionally posts off topic; most posts are short in length and offer no further insight into the topic	Frequently posts topics that are related to discussion content; prompts further discussion of topic	Consistently posts topics related to discussion topic; cites additional references related to topic.
Expression within the post	Does not express opinions or ideas clearly, no connection to topic	Unclear connection to topic evidenced in minimal express of opinions or ideas	Opinions and ideas are stated clearly with occasional lack of connection to topic.	Expresses opinions and ideas in a clear and concise manner with obvious connection to topic
Contribution to the Learning Community	Des not make effort to participate in learning community as it develops; seems indifferent	Occasionally makes meaningful reflection on group's efforts; marginal effort to become involved with group	Frequently attempts to direct the discussion and to present relevant viewpoints for consideration by group; interacts freely	Aware of needs of community; frequently attempts to motivate the group discussion; presents creative approaches to topic.