

Rubric for Assessing Student Discussion Posts

Adapted from:

Bauer, J.F., and Anderson, R.S. (2000). "Evaluating students' written performance in the online classroom," *New Directions for Teaching and Learning* 84: 65-71.

Number of Points	Skills
9-10	Demonstrates excellence in grasping key concepts; critiques work of others; stimulates discussion; provides ample citations for support of opinions; readily offers new interpretations of discussion material. Ideas are expressed clearly, concisely; uses appropriate vocabulary.
7-8	Shows evidence of understanding most major concepts; will offer an occasional divergent viewpoint or challenge; shows some skill in support for opinions. Some signs of disorganizations with expression; transition working may be faulty.
5-6	Has mostly shallow grasp of the material; rarely takes a stand on issues; offers inadequate levels of support. Poor language use garbles much of message; only an occasional idea surfaces clearly; expression seems disjointed; overuse of the simple sentence and a redundancy with works and commentary; paragraphs often appear unrelated to each other. This student requires constant prompting for contributions.
1-4	A minimal posting of material. Shows no significant understanding of material. Language is mostly incoherent. Does not respond readily to prompting.