

ONLINE DISCUSSION RUBRIC

	Expected Level of Competence 2 point	Moving Toward Expected Level 1 point	Not Acceptable 0 points
Content Understanding (comprehension of the content under discussion)	<ul style="list-style-type: none"> • The student understands significant ideas relevant to the issue under discussion. This is indicated by correct use of terminology, precise selection of the pieces of information required to make a point, correct and appropriate use of examples and counterexamples, demonstrations of which distinctions are important to make, and explanations that are concise and to the point. • Information and knowledge are accurate. • The student elaborates statements with accurate explanations, reasons, or evidence. 	<ul style="list-style-type: none"> • Ideas are reasonably clear, but the listener needs to make some guesses as to what the student meant. • Some vocabulary is used correctly and some is not. • Ideas are correct but not concise. • Contributions to the group are generally supported by some facts, examples, analogies, statistics, and so forth, but there's a sense that more is needed. 	<ul style="list-style-type: none"> • The student uses foundational knowledge incorrectly. • The student struggles to provide ideas or support for ideas. • Ideas are extremely limited or hard to understand. • The student has difficulty understanding themes and distinguishing main ideas and supporting details. • Terminology is used incorrectly.
Reasoning (ability to use the content to explore an issue, answer a question, make a decision, or discuss a point)	<ul style="list-style-type: none"> • The student actively stimulates and sustains inquiry by asking thoughtful questions. • The student has a clear idea of the topic under discussion and sustains inquiry until in order to explore relevant issues. • The student stipulates claims or definitions (e.g., "For our discussion, let's agree that prior knowledge refers to BOTH overall and specific knowledge."). The student realizes when such stipulations are needed. • The student recognizes values or value conflict as things that form the assumption basis of arguments and recognizes when it is important to acknowledge these values. • The student argues by analogy. • The student recognizes the accuracy, logic, 	<ul style="list-style-type: none"> • The student relies on the momentum of the group to motivate inquiry. • The student generally distinguishes fact from opinions. • The student may be repetitive with comments. • The student takes a position but with little evidence or explanation. 	<ul style="list-style-type: none"> • The student accepts ideas of others without much thought. • The student jumps randomly from one aspect of an issue to another. • The student provides little relevant information or contributes little to the discussion. • Opinions may be stated as facts. • The student shows little evidence of understanding the topic under discussion and how to sustain the inquiry to adequately explore issues related to it. • There is little sense of which information is of most importance.

	<p>relevance, or clarity of statements. The student recognizes contradictions and irrelevant comments.</p> <ul style="list-style-type: none"> • The student asks clarifying questions and knows when clarifying questions need to be asked. • The student distinguishes fact from opinion. • The student summarizes points of agreement and disagreement to set the stage for further movement; the student knows when such summaries are useful. 		
<p>Interaction with Others</p>	<ul style="list-style-type: none"> • The student initiates the dialogue with thoughtful and reflective comments and questions. • The interactions of the student are appropriate for educators in a graduate setting. • The student invites contributions from others as needed and the student knows when such contributions are needed. • The student acknowledges the statements of others in a way that builds a consecutive interchange between participants. • Replies to others are responsive to the statement and indicate that the student understood it and thought about it. • When disagreeing, the student does it respectfully. The nature of the disagreement is stated and an invitation to respond extended. • The student encourages a variety of points of view. 	<ul style="list-style-type: none"> • The student attends to the discussion but contributes little new knowledge or ideas. • The student's contributions do not detract from the discussions. • The student participates in the group but does little to involve others or encourage others to think critically. 	<ul style="list-style-type: none"> • The interactions of the student are inappropriate for educators in a graduate setting. • The student makes irrelevant or distracting statements. • Some comments are unconstructive and non-courteous. • The student makes a personal attack; language might suggest bias toward a group member or others. • The student does not contribute to the discussion. • The student appears unaware of cultural differences in conducting discussions. • Discussion does not take into consideration the ideas/comments by the group; there is little attempt at collaborative thinking.

	<ul style="list-style-type: none"> • The student is courteous and attentive • The student is aware of cultural differences in social interactions and behaves in an appropriate fashion. • When conflicts arise, the student attempts to resolve them. • The student is aware of the value of group input and decision making. 		
Language Conventions	<ul style="list-style-type: none"> • The student uses precise vocabulary and economical syntax. Words and syntax are purposefully chosen to make a point. • The student uses language that others in the group will understand. • The student defines or clearly explains language or concepts that might be unfamiliar to others; the student knows when such explanations might be necessary. • 	<ul style="list-style-type: none"> • The student uses general vocabulary and tends to express ideas wordily. • Although correct, language might not be equally understandable to all members of the group. 	<ul style="list-style-type: none"> • The student uses language that others in the group are unlikely to understand. • Ideas appear disproportionately lengthy and are difficult to follow. • Language choices are vague, abstract, or trite. Jargon may be used when more precise language is needed.
Mechanics	<ul style="list-style-type: none"> • The student shows mastery of academic English. • The student uses English conventionally without grammatical or typographical errors. 	<ul style="list-style-type: none"> • The student occasionally misspells words and makes grammatical errors. 	<ul style="list-style-type: none"> • The student frequently misspells words and makes grammatical errors.