### Online Discussion Rubric

<table>
<thead>
<tr>
<th>Content Understanding (comprehension of the content under discussion)</th>
<th>Expected Level of Competence 2 point</th>
<th>Moving Toward Expected Level 1 point</th>
<th>Not Acceptable 0 points</th>
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</thead>
<tbody>
<tr>
<td>• 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.</td>
<td>• 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.</td>
<td>• 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.</td>
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<tr>
<th>Reasoning (ability to use the content to explore an issue, answer a question, make a decision, or discuss a point)</th>
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<td>• 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,</td>
<td>• 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.</td>
<td>• 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.</td>
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The student recognizes contradictions and irrelevant comments.
- 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.

**Interaction with Others**

- 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.

- 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.

- 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.
<table>
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<tr>
<th>Language Conventions</th>
<th>Mechanics</th>
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| • 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. | • The student shows mastery of academic English.  
  • The student uses English conventionally without grammatical or typographical errors. |
| • 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. | • The student occasionally misspells words and makes grammatical errors. |
| • 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. | • The student frequently misspells words and makes grammatical errors. |
| • 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. |