Online Discussion Participation Scoring Rubric

<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
<th>Every time</th>
<th>Most of the time</th>
<th>Frequently</th>
<th>Sometimes</th>
<th>Infrequently</th>
<th>Score and comments</th>
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</thead>
<tbody>
<tr>
<td>1. Frequency and Timeliness of Substantive Discussion Contributions Descriptor: Student posted 2 or more curriculum-focused responses per week during each discussion period that broadened or deepened the discussion.</td>
<td>20</td>
<td>18</td>
<td>16</td>
<td>14</td>
<td>12</td>
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<td>2. Evidence of Critical Thinking Regarding Topic Descriptor: Student responses reflected critical thinking related to the content. Examples: •Thoroughly identified and analyzed issues</td>
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and implications;
• Asked probing questions, generated new issues, concerns, or broader themes for consideration;
• Discovered and revealed new meaning, generated new ideas;
- Made connections among the various ideas presented;
• Accurately applied concepts to specific and concrete situations.

3. Quality of Discussion Postings
Descriptor: The student accurately and thoroughly responded to the discussion questions in a cogent manner.
Examples:
• Selected and discussed main ideas related to the topic;
- Explored all aspects of discussion question;
-Expressed thoughts clearly and succinctly.

4. Engagement in Discussion to
Advance Knowledge Descriptor: The student was involved in creating an environment conducive to learning. **Examples:**

- Promoted collaboration and contributed to consensus;
- Provided feedback to other participants (constructive, critical, complementary, encouraging, and supportive).
- Provided counter examples, made additional points;
- Sought out new perspectives or new ideas from other participants;
- Interpreted and elaborated another’s idea.

**When serving as group facilitator the student:**

- Kept team on task (e.g., redirected the group discussion when necessary);
- Directed, supported, and motivated team members (e.g. negotiated positive
outcomes, managed team conflict);
-Moved the group towards consensus (e.g. identified and encouraged dialogue on points of agreement and disagreement);
-Prepared a summary that accurately reflected the team discussion.

5. Application of Literature Descriptor:
The student discussion postings demonstrated application of the readings to support position

Examples:
-Discussed implications of readings;
-Used evidence to support position;
•Integrated additional professional literature into the discussion.