

Discussions Rubric

	Not Done	Level One	Level Two	Level Three	Level Four
<p>Quality of Construction</p> <p><i>In online classes, students can respond to discussions either in writing or with a video. The Quality of Construction category grade levels distinguish between these formats.</i></p>		<p>Structurally disorganized, content is not developed effectively, awkward sentence structure, poor grammar.</p> <p>Written: Poor usage, punctuation, and/or spelling; uses informal language, text message-type spelling, and/or abbreviations.</p> <p>Video: Poor eye contact with camera; unclear, too fast, too quiet, and/or muffled speech.</p>	<p>Reasonably effective organization of content, serviceable prose, numerous errors of grammar.</p> <p>Written: Numerous errors of usage, punctuation, and/or spelling; reads like a rough draft. The text construction is mainly formal containing few abbreviations or instances of text message-type spelling.</p> <p>Video: Some eye contact with camera; some speech is unclear, too fast, too quiet, and/or muffled.</p>	<p>Very effective organization of content and good grammar.</p> <p>Written: Good usage and punctuation, few spelling mistakes; does not read like a rough draft. The reply contains interesting, varied sentences or paragraphs.</p> <p>Video: Consistent eye contact with camera, few instances of unclear, too fast, too quiet, and/or muffled speech.</p>	<p>Meets criteria for "Level Three," plus demonstrates superior grammatical correctness and sense of personal style. Effortless prose.</p> <p>Written: Excellent usage and punctuation, very few or no spelling mistakes. The reply contains very well written sentences or paragraphs.</p> <p>Video: Excellent eye contact with camera, very few or no instances of unclear, too fast, too quiet, and/or muffled speech.</p>
	0 points	15 points	20 points	25 points	30 points
<p>Content, Relevance, and Understanding</p> <p><i>Students must make an initial response to my discussion topics by a Sunday evening deadline.</i></p>		<p>Simple content which lacks insight, depth, or is superficial. The responses are short and frequently irrelevant to the original post, question, topic or concept. Does not express opinion clearly. Shows little understanding.</p>	<p>Simple content showing some insight, depth, and is related to the original post, question, topic or concept. The responses are too short for the topic and may contain some irrelevant or superficial content. There may be some personal comments or opinions that may not be on task. Shows some understanding.</p>	<p>Content in each response shows insight, depth, and is related to the original post, question, topic or concept. May contain some irrelevant content. Personal opinion is expressed in an appropriate style. Refers to other students' posts, if applicable. Shows a good depth of understanding without excessive length.</p>	<p>Content in each response shows insight, depth, and understanding, and is clearly related to and fully addresses the original post, question, topic or concept. Responses are relevant with links or references to supporting material such as websites, images, and/or uploaded files, if applicable. Personal opinion is expressed in a relevant and appropriate style. Student refers to other students' posts and builds on these, if applicable. The responses show a high level and depth of understanding in matters relating to and surrounding the original post without excessive length.</p>
	0 points	26 points	34 points	42 points	50 points
<p>First Post Made by Deadline</p> <p>Late or no post.</p>					<p>First post made by first post deadline.</p>
	0 points	<p><i>Students must respond to at least two other students' posts by a Wednesday afternoon deadline.</i></p>			10 points
<p>Responded to Two Other Students' Posts by Deadline</p> <p>Missed posts or deadline.</p>			<p>Responded to one other student's post by deadline.</p>		<p>Responded to two other students' posts by deadline.</p>
	0 points		5 points		10 points
Maximum points possible:					100 points