

Rubric for Asynchronous Discussion Participation

Asynchronous discussion enhances learning by allowing students to share ideas, perspectives, and experiences with the entire class. You develop and refine your own thoughts through the writing process while broadening your classmates' understanding of the course content. This rubric is a guide to how I assess discussion participation; you can use it to improve the quality of your discussion contributions.

| Criteria | Unacceptable | Acceptable | Good | Excellent |
|-----------------------------|--|---|--|--|
| Frequency | No participation at all | Participates 1-2 times on the same day | Participates 3-4 times but postings are not distributed throughout the week | Participates 4-5 times throughout the week |
| Initial Post for Assignment | Posts nothing about assignment | Posts adequate assignment with superficial thought and preparation; doesn't address all aspects of the task | Posts well-developed assignment that addresses all aspects of the task; lacks full development of concepts | Posts well-developed assignment that fully addresses and develops all aspects of the task |
| Follow-up Postings | Posts no responses to the posts of others | Contributes shallowly to discussion (e.g., agrees or disagrees) but does not enrich discussion | Elaborates on an initial posting with further comment or observation | Demonstrates analysis of others' posts; extends discussion by building on previous posts |
| Content Contribution | Posts information that is off-topic, incorrect, or irrelevant to discussion | Repeats but does not add substantive information to discussion | Contribution is factually correct but lacks full development of concept or thought | Contribution is factually correct, reflective, and substantial; advances discussion |
| References and Support | Opinion only; no references to assigned readings or other information | References to assigned readings or relevant research are unclear | Incorporates some references from reading assignments | References to reading assignments strongly support comments |
| Clarity and Mechanics | Posts long, unorganized, or inappropriate content that may contain multiple errors | Communicates in friendly, courteous, and helpful manner with some errors in clarity or mechanics | Contributes valuable information to discussion with minor clarity or mechanics errors | Contributes clear, concise comments in an easy-to-read format and are free of grammatical or spelling errors |

Examples of postings that demonstrate higher levels of thinking:

“Some common themes I see between your research and the assigned text are . . .” (analysis)

“These newer trends are significant if we consider the relationship between . . .” (synthesis)

“The body of literature should be assessed by these standards . . .” (evaluation)