Participation in Class Discussions – Scoring

(Adapted from rubric created by Ertmer and Stepich, 2004, with permission)

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| --- | --- | --- | --- | --- |
| Criteria | Excellent | Good | Fair | Poor |
| Timeliness and quantity of discussion responses | 3-4 or more postings; well distributed throughout the week | 2-3 postings distributed throughout the week. | 2-3 postings; postings not distributed throughout the week | 1-2 postings;  postings not distributed throughout the week |
|  |  |  |  |  |
| Responsiveness to discussion topic and demonstration of knowledge and understanding from assigned readings.  Ability of postings to move discussion forward. | Readings were understood and incorporated into discussion as relates to topic.  Two or more responses add significantly to the discussions (e.g. identifying important relationships, offering a fresh perspective or critique of a point; offers supporting evidence). | Readings were understood and incorporated into discussion as relates to topic.  At least one posting adds significantly to the discussion. | Little use made of readings.  At least two postings supplement or add moderately to the discussion | Little or no use made of readings.  Postings have questionable relationship to discussion question and/or readings; they are non-substantive.  Postings do little to move discussion forward |
| POINTS | 9-10 | 7-8 | 5-6 | 0-4 |

Rubric for Leading of a Discussion Session (5 points/5%)

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| --- | --- | --- |
| Criteria | Points Possible | Points Earned |
| The one-page summary and analysis of the article/chapter is complete and shows clear understanding of content | 2 |  |
| The discussion question is relevant and promotes critical thinking | 1.5 |  |
| The discussion leader responded to at least 5 postings. | 0.5 |  |
| The summary of weekly postings was well written and contained important points. | 0.5 |  |
| All parts of the assignment were completed on time. | 0.5 |  |
| Total Possible: 5 | | Total Earned: |