

Sample Grading Rubric for Discussion Board

Criteria	Levels of Achievement			
	Beginning	Developing	Accomplished	Exemplary
Activity	0 to 13 points Usually contributes only 1 posting on the last possible day of the designated period.	14 to 15 points All required postings by deadline; however there was not adequate time for others to read and respond to some postings prior to deadline.	16 to 17 points All required postings by deadline; adequate time for others to read and respond prior to deadline.	18 to 20 points Exceeds required postings; postings spread over designated period; provides more than enough time for classmates to read and respond prior to deadline.
Engagement	0 to 13 points No postings respond to fellow student(s) or responses are not a substantive (e.g., "Good. I really liked your comment.")	14 to 15 points Occasionally makes substantive posts responsive to classmates; marginal effort to become involved with group.	16 to 17 points Frequently responsive to classmates with detailed remarks about their writing or discussion; presents relevant viewpoints for consideration by group; interacts freely.	18 to 20 points Consistently responsive to classmates; develops questions related to objectives to facilitate discussion; generates or stimulates group discussion; presents creative approaches to topic.
Content	0 to 41 points Postings only slightly related to discussion topics. Generally inaccurate. May occasionally contain gross factual error.	42 to 47 points Postings address peripheral topics. Generally accurate, but with some omissions and/or errors. Tendency to recite fact.	48 to 53 points Postings produce good general answers but may not always directly address discussion questions. Dominated by opinions rather than by analysis and scholarly thought. Assertions are not supported by evidence.	54 to 60 points Postings are characterized by clarity of argument, depth of insight into course content, application of course content, relevancy, and unusual insights. Arguments and facts are supported by resources / references.

Based on rubrics developed by:

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Kreiger, D. (2013) *Designing a Discussion Board Rubric*. Instructional Design and Technology Services, SC&I, Rutgers University, retrieved from:

<http://comminfo.rutgers.edu/blogs/dk594/designing-a-discussion-board-rubric.html>.

Edelstein, S. & Edwards, J. (2013). If you build it, they will come: Building learning communities through threaded discussions. *Online Journal of Distance Learning Administration*, 5(1).

For additional information about discussion boards and sample rubrics, go to:

DeNoyelles, A., Thompson, K., Sugar, A., Vargas, J., & Chen, B. (2013). Discussion rubrics. In K. Thompson and B. Chen (Eds.), *Teaching Online Pedagogical Repository*. Orlando, FL: University of Central Florida Center for Distributed Learning. Retrieved February 10, 2014 from

http://topr.online.ucf.edu/index.php?title=Discussion_Rubrics&oldid=2674