

# Rubric Evaluation for Threaded Discussions

This rubric is designed to provide descriptions and examples of quality contributions to a threaded discussion. Everyone should contribute meaningfully, adding their own ideas and perspectives. Remember, we all learn from each other, but that can only happen if we all share!

During the discussion it is certainly OK to send a friendly reply to a message to let someone know that you agree with what they said, or to give someone additional information or ideas. However, do that somewhat sparingly – don't let the discussion fill with "agreement" replies that don't really add new ideas to what is being presented. Remember, you can always send a private email to that person and continue the sidebar conversation.

Score	Quality of Discussion
10 Excellent	<p>New and original ideas tangent to the discussion; insightful and reflective discussion; reference to and elaboration of ideas throughout the discussion; <u>multiple</u> contributions to the discussion</p> <p>Example: "I agree with Olivia in that diversity and exposure to new ideas, culture, and people would be greatly enhanced.</p> <p>However, I would like to see specific data that empirically touts the efficacy of eLearning. If you did the study correctly, you could measure how well eLearning works.</p> <p>Here's the key: each group will receive the exact same instruction/materials/notes/lectures/etc. Even the professor would be the same. Essentially, variables that could potentially influence the outcome would be controlled."</p>
8 Very Good	<p>Insightful and reflective discussion; reference to and elaboration of ideas throughout the discussion; <u>multiple</u> contributions to the discussion</p> <p>Example: "I agree with Olivia in that diversity and exposure to new ideas, culture, and people would be greatly enhanced.</p> <p>On a side note, I believe that eLearning has the potential</p>

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	<p>to be wonderful and bring an excellent return on investment - the key word though is potential. If all the variables are not in line (i.e. enrollment, technology, professor interest, tech specialists, etc) then the eLearning may fail. This is no different than traditional teaching.”</p>
<p>6 Acceptable</p>	<p>Elaboration and contribution to one idea within the discussion; singular contribution to the thread</p> <p>Example: “I feel that there can be many positive advantages to eLearning. One advantage would be that students would have the opportunity to interact with students from different parts of the country and the world. This would, in turn, give them many diverse perspectives to the material they would be learning and could open doorways they would have never previously considered.”</p>
<p>4 Marginal</p>	<p>1. Simple insight or contribution to the topic; single message posting</p> <p>Example: “As with the printing press reaching all kinds of learners with whatever subject matter and information is the main outcome.”</p>
<p>2 Limited Value</p>	<p>“Agreement” statements that merely repeats what has been said by others; single message posting</p> <p>Example: “I agree with what Olivia said. I think eLearning can be beneficial.”</p>
<p>0</p> <p>(there are several ways to</p>	<p>Oops – didn’t participate at all</p> <p>“agreement” statements; single message posting</p> <p>Example:</p>

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receive no credit for participating in a discussion)

“Yes, I agree!”

“flaming” and derogatory comments to individuals

Example:

“I am tired of your longwinded responses – I don’t really have time to read everything you prattle on about.”

“Yeah, well just because I don’t work full time doesn’t mean I’m not busy – so don’t tell me what to write or not write”

messages totally unrelated to the topic of the threaded discussion

Example:

“What were you doing in the lab yesterday? Trying to copy the files from the web site?”

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