

Holistic Rubric for Discussion

Criteria	Description	Points and comments
<p>Application/Integration/synthesis of concepts and principles with professional and personal examples</p>	<p>Postings reflect thorough preparation of the readings and discussion topic. Responds to instructor discussion question with substantive supporting comments. Ideas are offered with supporting evidence or examples and communicated clearly. Tone of posting is respectful of others and utilizes academic language. Posts contain good grammar, punctuation and correct spelling.</p>	<p>/40</p>
<p>Response to peers-Inclusive of collaboration/integration/synthesis of concepts and principles</p>	<p>Responds to minimum required posts with substantive comments. Responses to others are thoughtful, relevant and insightful. Thoughts are offered with supporting evidence and communicated clearly. Tone of responses is respectful of others. Responses reflect preparation and understanding of the topic. Replies contain good grammar, punctuation and correct spelling.</p>	<p>/20</p>

Analytic Rubric for Discussion

	Proficient 5	Adequate 3	Developing 1	Score
Integration/synthesis of concepts and principles	Responds to instructor discussion question with substantive supporting comments. Ideas are offered with supporting evidence or examples and communicated clearly.	Responds to instructor discussion question with some supporting comments. Ideas are offered with some supporting evidence or examples and communication is somewhat clear.	Does not directly respond to instructor discussion question. Ideas are offered with some minimal evidence or examples.	
Application of concepts with professional and personal examples	Arguments reflect understanding of course concepts and are well supported from academic literature or personal experience.	Arguments reflect understanding of course concepts and are somewhat supported from academic literature or personal experience.	Arguments are minimal with questionable understanding of course concepts. Ideas are minimally or not supported from academic literature or personal experience.	
Response to peers- Inclusive of collaboration/integration/synthesis of concepts and principles	Peers' ideas, concerns, feelings, perceptions are fully addressed; course concepts are referred to or applied to response with a	Peers' ideas, concerns, feelings, perceptions are somewhat addressed; course concepts are marginally	Peer posts are short and only minimally addressed. No effort to further discussion is included. Tone is only	

	respectful tone. Introduces new ideas or asks clarifying questions to stimulate further discussion.	referred to or applied to response with a respectful tone. May not offer new ideas or ask questions.	somewhat respectful.	
Adherence to academic writing conventions (proper citations where appropriate, grammar, sentence structure, punctuation, proper capitalization, correct spelling)	Proper academic language is used with good grammar, punctuation and correct spelling. Supporting references include course materials and outside references and are cited appropriately. Opinions are identified.	Proper academic language is mostly used with adequate grammar, punctuation and correct spelling. Supporting references include course materials and outside references and are cited appropriately occasionally. Opinions are identified inconsistently.	Proper academic language is not used. Grammar, punctuation and correct spelling are not utilized. Neither supporting references nor opinions are referenced or identified appropriately.	