Rubrics benefit students and teachers by:

* Making teacher expectations clearer; letting students know, in detail, the teacher’s definition of quality
* Giving students a chance to evaluate their own work against a standard and improve their self-evaluation skills
* Helping students be more successful from the start
* Helping instructors be less subjective
* Ensure consistency in grading across different courses

Rubric 1:

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| **Criteria** | Advanced  4-3 points | Beginning  2-0 points |
| Thought-Provoking | Rich ideas:   * Contains original and insightful analysis, synthesis, and/or evaluation of given scenario and/or course materials * Makes original connections to real life situations or to previous content | Rudimentary ideas:   * Contains little or no analysis, synthesis, and evaluation of given scenario and/or course materials * Makes little or no connections with any other material or situations |
| Substantial | Well-supported ideas:   * Refers in specifics to course materials * Uses specific analogies, facts, reasons, and details to explain and support ideas | Unsupported ideas:   * Includes little and/or general reference to course materials * Uses general and/or vague statements to explain and support ideas |
| Engaged | Full engagement:   * Posts initial comment early in the week * Responds to at least two peers’ posts in the middle of the week | Minimal engagement:   * Posts initial comment late in the week or not all * Responds to at least two peers’ posts on the last day of the week or not at all |

Rubric 2:

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| **Criteria** | **Proficient**  **4 points** | **Needs Improvement**  **3-2 points** | **Not Evident**  **1-0 points** |
| Comprehension | Initial post is organized around a clear point of view or idea with adequate supporting detail. | Initial post includes a point of view or idea with some gaps in supporting detail or organization. | Does not develop an initial post with a point of view or idea and/or includes no supporting detail. |
| Responses to Peers | Responds to at least two peers; responses are thoughtful and contribute to the discussion. | Responds to one peer and/or responses are vague and generic. | Does not respond to peers and/or responses are irrelevant to the discussion topic. |
| Timeliness | Submits both the initial post and response posts on time. | Submits initial post or response posts after the due dates but prior to the end of the module. | Initial post or response posts are not submitted or are submitted after the end of the module. |
| Articulation of Response | Posts are clearly written, well-organized, and free of spelling, punctuation, grammar, and citation errors. | Posts are understandable and contain minor spelling, punctuation, grammar, and/or citation errors. | Posts are difficult to understand and contain numerous spelling, punctuation, grammar, and/or citation errors. |