|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Excellence | Proficient, meets requirements | Working toward proficiency | Not proficient |
| 1.  Number of Responses |  | Responds to at least 3 posts |  | Does not respond to at least 3 posts |
| 2.  Use of examples from course material | Ample examples from course material, may be interpreted in complex way, may draw connections to previous themes/materials | examples from course readings relevant for the topic | may need an additional or more specific example; references to course material are vague, lack specificity or detail; example(s) may not be appropriate for the point(s) being developed | No specific examples from course materials. |
| 3.  Analysis | Presents original ideas; demonstrates independent thinking in addition to solid understanding of issues. May provide link to new material relevant for issue/comment (though not required) | Demonstrates insight and solid understanding of issues | May misunderstand the issue/question or refer to topic or examples without depth | Lacks analysis |
| 4.  Clarity and Appropriateness of Writing | Well written, grammatically correct. Few if any errors in punctuation, spelling, or mechanics. Good range of vocabulary. Writing in an open clear style for a semi-public (class) audience. | Competently written, generally correct grammar, punctuation, and mechanics. No errors that obscure meaning. Clear style for audience. | Style may be difficult to understand at times. Some errors in grammar, punctuation, and mechanics that obscure meaning. | Written with serious errors in grammar, punctuation, word usage, spelling, mechanics that obscure meaning. Difficult to comprehend. |
| 5.  Documentation (ideas and facts referenced, links for sources) |  | All sources are documented. (Comments do not allow for clean links, so use Author page for book/articles & websites/videos cited by title or abbreviated title, new resources have links) | Sources not always documented. | Sources rarely or never documented |

**To be evaluated as “Satisfactory,” Discussion Responses should**

* abide by our class’s guidelines about what makes a good discussion, especially regarding issues of respect, diversity, and consideration of others.
* demonstrate Proficiency or higher in the categories 1, 2, 3;
* demonstrate Proficiency or higher in at least ONE of the other categories (4 or 5)
* demonstrate Working toward Proficiency or higher in the remaining category

*Rubric created using prior work: University of the Pacific PACS1 Essay Rubric, Stanford IHUM Essay Grading Guidelines,* [*http://chronicle.com/blogs/profhacker/a-rubric-for-evaluating-student-blogs/27196*](http://chronicle.com/blogs/profhacker/a-rubric-for-evaluating-student-blogs/27196)*,* [*https://www2.uwstout.edu/content/profdev/rubrics/blogrubric.html*](https://www2.uwstout.edu/content/profdev/rubrics/blogrubric.html)*. Licensed CC-BY-NC 4.0 Caroline T. Schroeder*