

Rubric Detail

Select **Grid View** or **List View** to change the rubric's layout.

Name: **RSCH_8310_Week5_Discussion2_Rubric**

Description: **RSCH 7310 Discussion Rubric – RSCH 6310 Discussion Rubric**



Grid View

List View

	Excellent	Good	Fair	Poor
Discussion Posting Content	4.95 (47.14%) - 5.5 (52.38%) Discussion posting demonstrates an <i>excellent</i> understanding of <i>all</i> of the concepts and key points presented in the text(s) and Learning Resources. Posting provides significant detail (including multiple relevant examples), evidence from	4.4 (41.9%) - 4.94 (47.05%) Discussion posting demonstrates a <i>good</i> understanding of <i>most</i> of the concepts and key points presented in the text(s) and Learning Resources. Posting provides moderate detail (including at least one pertinent example), evidence from	3.85 (36.67%) - 4.3 (40.95%) Discussion posting demonstrates a <i>fair</i> understanding of the concepts and key points as presented in the text(s) and Learning Resources. Posting may be <i>lacking</i> or incorrect in some area, or in detail and specificity, and/or may not include sufficient	0 (0%) - 3.84 (36.57%) Discussion posting demonstrates <i>poor or no understanding</i> of the concepts and key points of the text(s) and Learning Resources. Posting is incorrect and/or shallow, and/or does not include any pertinent examples or provide sufficient

	<p>the readings and other scholarly sources, and discerning ideas.</p> <p>Postings are <i>well</i> organized, use scholarly tone, contain original writing and proper paraphrasing, follow APA Style, contain very few or no writing and/or spelling errors, and are <i>fully</i> consistent with graduate-level writing style.</p>	<p>the readings and other scholarly sources, and discerning ideas.</p> <p>Postings are <i>mostly</i> consistent with graduate-level writing style. Postings may have some small organization, scholarly tone, writing, or APA Style issues, and/or may contain a few writing and spelling errors.</p>	<p>pertinent examples or provide sufficient evidence from the readings.</p> <p>Postings are <i>somewhat below</i> graduate-level writing style. Postings may be lacking in organization, scholarly tone, APA Style, and/or contain many writing and/or spelling errors, or show moderate reliance on quoting versus original writing and paraphrasing.</p>	<p>evidence from the readings.</p> <p>Postings are <i>well below</i> graduate-level writing style expectations for organization, scholarly tone, APA Style, and writing, or show heavy reliance on quoting.</p>
<p>Peer Feedback and Interaction</p>	<p>4.5 (42.86%) - 5 (47.62%)</p> <p>Response posting is <i>excellent</i> and fully contributes to the quality of interaction by offering substantive constructive critiques, suggestions,</p>	<p>4 (38.1%) - 4.4 (41.9%)</p> <p>Response posting is <i>good</i> and partially contributes to the quality of interaction by offering adequate constructive critiques, suggestions,</p>	<p>3.5 (33.33%) - 3.9 (37.14%)</p> <p>Response posting is <i>fair</i> and partially contributes to the quality of interaction but offers insufficient constructive critiques or suggestions, shallow</p>	<p>0 (0%) - 3.4 (32.38%)</p> <p>Student <i>does not</i> interact with peers (0 points) <i>or</i> the response posting does not contribute to the quality of interaction by offering any constructive</p>

in-depth questions, additional resources, and stimulating thoughts and/or probes that draw from the readings and other scholarly sources.

Postings are *well* organized, use scholarly tone, contain original writing and proper paraphrasing, follow APA Style, contain very few or no writing and/or spelling errors, and are *fully* consistent with graduate-level writing style.

in-depth questions, additional resources, and stimulating thoughts and/or probes that draw from the readings and other scholarly sources.

Postings are *mostly* consistent with graduate-level writing style. Postings may have some small organization, scholarly tone, writing, or APA Style issues, and/or may contain a few writing and spelling errors.

questions, or provides poor quality additional resources.

Postings are *somewhat below* graduate-level writing style. Postings may be lacking in organization, scholarly tone, APA Style, and/or contain many writing and/or spelling errors, or show moderate reliance on quoting versus original writing and paraphrasing.

critiques, suggestions, questions, or additional resources.

Postings are *well below* graduate-level writing style expectations for organization, scholarly tone, APA Style, and writing, or show heavy reliance on quoting.

Total Points: 10.5

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