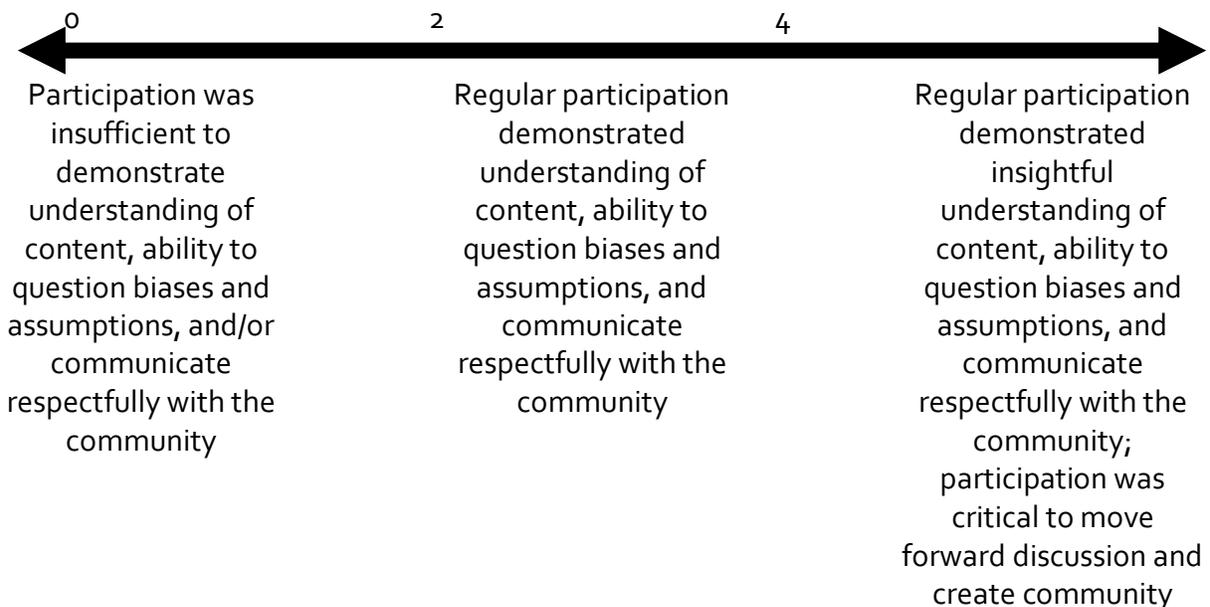


Assessing Online Participation

Your rubric should align with your objectives for your course and/or for having students engage in online discussion. Generally, discussions boards are a place for students to ask questions, explore content, and connect with each other. The following rubrics have been designed with those general objectives in mind.

HOLISTIC RUBRIC

- For participation that composes $\leq 5\%$ a holistic rubric is faster and easier to apply
- Define the benchmarks, and then adjust from there
- Yes it's subjective, no it's not arbitrary



SELF-ASSESSMENT ADAPTATION

- Provide students with the 4/4 description and ask them to self-assess
- Students typically underestimate their performance rather than overestimate
- You may (rarely) have to explain to a student why you disagree with their assessment

ANALYTIC RUBRIC

- For participation that composes 10%+ of the course grade, more feedback for participants is warranted
- With a high-stakes participation grade, we would encourage you to have a no-stakes check-in at the mid-semester point to ensure students recognize where they are with participation

Criterion	Level 1* Not very good or not enough participation to determine	Level 3* “ok, you did it. You checked the box. It was meh.”	Level 5* It was done and it was done really well.
Content Comprehension	Participation failed to demonstrate understanding of ideas under discussion or there was insufficient participation to judge.	Regular participation demonstrated adequate understanding of ideas under discussion using sound reasoning, accurate explanations and specific evidence or examples.	Regular participation demonstrated significant understanding of ideas under discussion using sound reasoning, accurate explanations and specific evidence or examples.
Critical thinking and analysis	Participation failed to demonstrate ability to question assumptions, make logical connections, and draw warranted conclusions or there is insufficient participation to judge.	Regular participation demonstrated ability to question assumptions, make logical connections, and draw warranted conclusions.	Regular participation demonstrated ability to question assumptions, make logical connections, and draw warranted conclusions clearly, concisely, and with genuine insight.
Written communication	Writing was confusing, vague, and/or difficult to follow or there was insufficient participation to judge.	Writing is mostly clear, concise and easy to follow.	Writing was exceptionally clear, concise and easy-to-follow.
External Links & Resources <i>*This is an example of a rubric criterion that aligns with a specific goal in the course to encourage students to explore diverse viewpoints</i>	It was not clear how external links were related to discussions or there is insufficient participation to judge.	External links demonstrated adequate understanding of diversity of viewpoints.	External links demonstrated insightful understanding of diversity of viewpoints.
Community-building	Comments were off-topic, exclusionary or did not help to move discussions forward or there is insufficient participation to judge.	Comments were mostly responsive, inclusive, and respectful to other students' comments.	Comments were responsive, inclusive, and respectful to other students' comments, and at a level that helped to sustain discussion.

**Level 1 should be ~35%, but Level 0 can be "Not attempted"; Level 3 should equate to your expected average (numerically and qualitatively); I don't define these, but I like the wiggle room or "almost" or "not quite"*