# sample grading rubric for online discussion posts

**Source:** Solan, AM, and N Linardopoulos. 2011. Development, Implementation, and Evaluation of a Grading Rubric for Online Discussions. *Journal of Online Learning and Teaching* 4(4). <http://jolt.merlot.org/vol7no4/linardopoulos_1211.htm>

**Quantity (25%):**

|  |  |  |  |
| --- | --- | --- | --- |
| **100% (25 points)** | **75% (19 points)** | **25% (6 points)**  | **0% (0 points)**  |
| Student has submitted one substantive original post responding *fully* to the question or topic. Student has submitted at least one substantive reply to a classmate’s post. Total word count for the unit is at least 250 words (at least 5 minutes for audio posts).  | Student has submitted one substantive original post responding *fully* to the question or topic. Total word count for the unit is at least 200 words (at least 4 minutes for audio posts). Student does not submit a reply to a classmate’s post.  | Student has submitted one substantive reply to a classmate’s post. Total word count for the unit is at least 50 words (at least 1 minute for audio posts). Student does not submit an original post. | No discussion posts are submitted. |

**Quality (25%):**

|  |  |  |  |
| --- | --- | --- | --- |
| **100% (25 points)** | **80% (20 points)** | **60% (15 points)** | **0% (0 points)** |
| Student’s original post demonstrates substantial evidence of critical thinking about the topic through, for example, application or creativity. Student’s reply post(s) take the discussion in a new direction.  | Student’s original post demonstrates moderate evidence of critical thinking about the topic through, for example, application or creativity. Student’s reply post(s) take the discussion in a new direction.  | Student’s original post demonstrates little evidence of critical thinking about the topic through, for example, application or creativity. Student’s reply post(s) take the discussion in a new direction.  | Student’s original post demonstrates no evidence of critical thinking (for example, just stating opinion without justification). Student’s reply post(s) merely agree with the classmate or merely repeat what the classmate said.  |

**Timeliness (25%):**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **100% (25 pts)**  | **90% (22.5 pts)**  | **75% (19 pts)**  | **60% (15 pts)**  | **50% (12.5 pts)**  | **40% (10 pts)**  |
| Student has submitted one original post by Sunday and has submitted one response post by Monday.  | Student has submitted one original post by Sunday and has submitted one response post by Tuesday.  | Student has submitted one original post by Monday and has submitted one response post by Tuesday.  | Student has submitted one original post by Tuesday and has submitted one response post by Tuesday.  | Student submits an original post by Tuesday, but does not submit a response post.  | Student submits posts after the unit ends and within one week of the original unit’s closing date.  |

**Communication Proficiency (25%):**

|  |  |  |  |
| --- | --- | --- | --- |
| **100% (25 points)**  | **90% (22.5 points)**  | **50% (12.5 points)**  | **0% (0 points)**  |
| Written posts : Student has submitted posts with no spelling, grammar, syntax, punctuation, citation, or other writing errors. Audio posts : Student has submitted posts with no grammar errors. The posts are enunciated professionally.  | Written posts : Student has submitted posts with one to five spelling, grammar, syntax, punctuation, citation, or other writing errors. Audio posts : student has submitted posts with one to five grammar or enunciation errors.  | Written posts : Student has submitted posts with six to nine spelling, grammar, syntax, punctuation, citation, or other writing errors. Audio posts : student has submitted posts with six to nine grammar or enunciation errors.  | Written posts : Student has submitted posts with 10 or more spelling, grammar, syntax, punctuation, citation, or other writing errors. Audio posts : student has submitted posts with 10 or more grammar or enunciation errors.  |