



Virtual Virginia Beach E-Learning Sample Discussion Board Forum Rubric

Good instructional practice in online learning includes scoring each student's contribution to Discussion Forums. The score for a Forum is determined using a rubric such as the one below. The instructor matches student postings to descriptions of performance in several categories and totals the points to arrive at an overall score. In this way, the student's performance for the entire Forum is scored collectively rather than trying to score each individual posting.

Category	1	2	3	4	Points
Promptness and Initiative	Rarely participates freely; does not meet participation requirements	May not meet participation requirements; often posts at the last minute after prompting	Meets all participation requirements, sometimes with prompting; limited initiative	Participates in Forum early and throughout the discussion; demonstrates exemplary initiative	
Content	Posts topics that do not relate to the discussion content; makes short or irrelevant remarks; posts are rudimentary or superficial	Occasionally posts off topic; most posts are short in length and offer no further insight into topic	Usually posts responses that are related to forum topics; the key issues are identified but not all may be answered	Posts address topic thoughtfully and with insight; key issues in the prompt are identified and answered, discussion clear with no digressions	
Connections	No unique or interesting connections are made	Few connections to related ideas are made; postings tend to rehash or summarize other material	Postings frequently contain connections to new ideas, previous studies, or real life	Postings regularly contain connections to new ideas, previous studies, or real life	
Written Expression	Opinions or ideas are not expressed clearly; obvious stylistic, grammatical, or mechanical errors	Stylistic, grammatical, or organizational errors appear in several postings	Few grammatical and stylistic issues; rarely interfere with clarity	Postings are consistently clear, direct, organized, and free of errors	
Contribution to the Learning Community	Consistently failed or refused to participate, even when prompted, or was rude or abusive to classmates	Marginal effort to become involved in the community of learners, or frequently attempted to draw the discussion off topic	Interacted freely with classmates, often attempting to present relevant viewpoints for consideration	Aware of the needs of the community of learners; consistently helped clarify or synthesize other group member's ideas or presented creative approaches to the topic	
TOTAL					