BCC Discussion Board Grading Rubric

(All Barstow Community College student discussion posts are graded utilizing this rubric. Students should become familiar with the requirements listed on this rubric and should develop all discussion materials utilizing this rubric as a guideline. If a student decides to challenge his/her discussion grade, the below rubric will be completed by the instructor and given as evidence to prove accurate discussion grades. Each graded discussion post will not contain this rubric as an attachment.)

1. **Subject Knowledge:** accuracy and depth of content, knowledge construction and argumentation, relevance to topic and sufficient length, and coherency.

   - A = ( ) points *(instructor preferred points)*
   - B = ( ) points *(instructor preferred points)*
   - C = ( ) points *(instructor preferred points)*
   - D = ( ) points *(instructor preferred points)*
   - F = ( ) points *(instructor preferred points)*
   - F* = 0 points

2. **Comments:** involve reflection, critical analysis, and references (if applicable).

   - A = ( ) points *(instructor preferred points)*
   - B = ( ) points *(instructor preferred points)*
   - C = ( ) points *(instructor preferred points)*
   - D = ( ) points *(instructor preferred points)*
   - F = ( ) points *(instructor preferred points)*
   - F* = 0 points
3. Interaction between Learners: response/reply to other students’ posts, support the discussion and demonstrate critical analysis of ideas, feedback and encouragement.

A = ( ) points (instructor preferred points)
B = ( ) points (instructor preferred points)
C = ( ) points (instructor preferred points)
D = ( ) points (instructor preferred points)
F = ( ) points (instructor preferred points)
F* = 0 points

4. Academic Writing Skills: posts conform to college level writing with correct grammar, spelling and punctuation.

A = ( ) points (instructor preferred points)
B = ( ) points (instructor preferred points)
C = ( ) points (instructor preferred points)
D = ( ) points (instructor preferred points)
F = ( ) points (instructor preferred points)
F* = 0 points

Instructor Feedback:
<table>
<thead>
<tr>
<th>Criteria</th>
<th>F*(0)</th>
<th>F()</th>
<th>D()</th>
<th>C()</th>
<th>B()</th>
<th>A()</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Knowledge: accuracy and depth of content, knowledge construction and argumentation, relevance to topic and sufficient length, and coherency.</td>
<td>Posts are absent</td>
<td>Provides inaccurate response.</td>
<td>Provides irrelevant or no support. Explanation of concepts is inaccurate or incomplete.</td>
<td>Provides some support for main points, but needed to elaborate further with explanations. Support is relevant.</td>
<td>Main points adequately substantiated with relevant and sufficient support. Accurate explanation of key concepts.</td>
<td>Depth of content reflects thorough understanding of topic. Main points well supported with relevant and sufficient support. Provided precise explanation of key concepts.</td>
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<td>Comments: involve reflection, critical analysis, and references (if applicable).</td>
<td>Posts are absent</td>
<td>Discussion postings show little or no evidence that readings were completed or understood.</td>
<td>Discussion postings show no evidence that readings were completed or understood. Postings are largely personal opinions or feelings, or &quot;I agree&quot; or &quot;Great idea&quot;, without supporting statements with concepts from the readings, outside resources, relevant research, or specific real-life application.</td>
<td>Discussion postings repeat and summarize basic, correct information, but do not link readings to outside references, relevant research or specific real-life application. Sources are not cited.</td>
<td>Discussion postings display an understanding of the required readings and underlying concepts including correct use of terminology. Postings integrate an outside resource, or relevant research or real-life application to support important points. Quotes are cited appropriately.</td>
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<td>Criteria</td>
<td>F*(0)</td>
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<td>Interaction between Learners: response/reply to other students’ posts, support the discussion and demonstrate critical analysis of ideas, feedback and encouragement.</td>
<td>Posts are absent</td>
<td>Discussion postings to others are too few, or too late and contain no thought or efforts.</td>
<td>Discussion postings do not contribute to ongoing conversations or respond to classmates postings.</td>
<td>Discussion postings sometimes contribute to ongoing conversations as evidenced by affirming statements or references to relevant research, or asking related questions, or making an oppositional statement supported by any personal experience or related research.</td>
<td>Discussion postings contribute to the class ongoing conversations as evidenced by affirming statements or references to relevant research, or asking related questions, or making an oppositional statement supported by any personal experience or related research.</td>
<td>Responses to others stimulate further discussion by building on classmates responses including building a focused argument around a specific issue or asking a new related question or making an oppositional statement supported by personal experience or related research.</td>
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<tr>
<td>Academic Writing Skills: posts conform to college level writing with correct grammar, spelling and punctuation.</td>
<td>Posts are absent</td>
<td>Written responses are poor and contains incorrect grammar, spelling or punctuation. It limits the reader’s ability to follow ideas or thoughts.</td>
<td>Written responses contain numerous grammatical, spelling or punctuation errors. The style of writing does not facilitate effective communication.</td>
<td>Written responses include some grammatical, spelling or punctuation errors that distract the reader.</td>
<td>Written responses are mostly free of grammatical, spelling or punctuation errors. The style of writing generally facilitates communication.</td>
<td>Written responses are free of grammatical, spelling or punctuation errors. The style of writing facilitates communication.</td>
</tr>
</tbody>
</table>

Additional Instructor Feedback/Student Notes (utilize the below area as needed)