UNIVERSITY OF CALGARY

Example Holistic Online Discussion Rubric

Level	Description	Feedback
Outstanding	Participant contributes by: 1. Posts are rich in content, full of thought, insight, and analysis. 2. Postings make clear connections between previous units and current issue, readings, class discussions, and real situations. 3. Posts are unique with new ideas and are supported with evidence of research. 4. Opinions or "I agree messages" are supported and cite other research. 5. Frequently posts and extends other post. 6. Posts are concise and clearly written.	
Proficient	Participant contributes by: 1. Posts have substantial information, contain evidence of thought, insight, and analysis. 2. Postings make some connections between previous units and current issue, readings, class discussions, and real situations. 3. Posts are have some new ideas and are often supported with evidence of research. 4. Opinions or "I agree messages" are supported and cite other research. 5. Often posts extend other post. 6. Posts are concise and can be understood with minimal effort.	
Satisfactory	Participant contributes by: 1. Posts are generally competent; information may be basic in places some analysis and insight. 2. Postings make limited connections between previous units and current issue, readings, class discussions, and real situations. 3. Posts are limited in new ideas and are sometimes supported with evidence of research. 4. Opinions or "I agree messages" are supported and cite other research. 5. Sometimes posts extends other post. 6. Posts are concise but are difficult to comprehend.	
Beginning	Participant contributes by: 1. Posts are rudimentary and superficial with little analysis or insight is evident. 2. Postings have no connections with other ideas and may be off topic. 3. Posts add little in the way of new ideas and are not supported with evidence of research. 4. Opinions or "I agree messages" are supported and cite other research. 5. Seldom posts extends other post. 6. Posts are concise but contain numerous errors.	