

### How your contributions to the discussion board will be graded

	<b>Excellent (A)</b>	<b>Good (B)</b>	<b>Fair (C)</b>	<b>Poor (D)</b>
<b>Frequency</b>	No more than 2 weeks without comments	No more than 3 weeks without comments	No more than 4 weeks without comments	More than 4 weeks without comments
<b>Relevance</b>	Comments are specifically related to the question about the assigned readings and reflect a genuine understanding of the issues from the reading	Some comments relate directly to the readings and reflect understanding, but many posts could be written without having done the assignments	Comments are mostly reactions to other posts, reflecting little or no understanding of the reading	Comments have no relationship to the assigned readings
<b>Quality</b>	Comments reflect thoughtful engagement with the text and a careful reading of previous posts; move discussion in new and interesting directions	Comments mostly reflect a clear understanding of ongoing discussion, raises interesting questions about it	Comments mostly state opinions without reasons; mostly ignore or summarize discussion without adding insights	Comments have little or no relationship to the ongoing discussion

### How your commentaries on the discussion board will be scored

★ = Unacceptable    ★★ = Poor    ★★★ = Fair    ★★★★ = Good    ★★★★★ = Excellent

This rubric was developed by Dr. John Immerwahr, Philosophy for grading blogs. It has been adapted to grading students' contributions to asynchronous discussion boards by Dr. Georg Theiner, Philosophy.

John Immerwahr, Department of Philosophy – e-mail: [john.immerwahr@villanova.edu](mailto:john.immerwahr@villanova.edu)

Georg Theiner, Department of Philosophy – e-mail: [georg.theiner@villanova.edu](mailto:georg.theiner@villanova.edu)

#### Grading rubric – Supplementary Information

**Description:** This asynchronous discussion rubric can be used for evaluating student contributions to blogs and discussion boards. It is based on the **frequency**, **relevance**, and **quality** of the respective contributions. The levels of achievement are defined as Excellent – Good – Fair – Poor.

**Course Information:** This rubric has been used for a variety of different courses. John Immerwahr has used the rubric to evaluate student blogging in an introductory philosophy course for non-majors. I use it primarily to grade weekly contributions to a discussion board in an interdisciplinary 400-level philosophy course with a mixed audience consisting of majors and non-majors.