

Grading Rubric/s

Please note that, in the interest of offering students practice in proofreading and editing their own work, comments offered through reproductions of the form below are general in nature. That is, they identify systematic problems and make broad suggestions rather than making line-by-line corrections. Specific points of excellence, however, are likely to be identified.

Category	Comments	Steps Yes/No
Minimal Number of Substantive Posts Made?	•	+2/-1
New Thread of Discussion Begun?	•	+1/+0
Responded to a Thread in Progress?	•	+1/+0
Posted before Midpoint?	•	+1/+0
Posted after Midpoint?	•	+1/+0
Mechanics Correct?	•	+0/-1
Engagement/Exceptional Quality Displayed?	•	+1/+0
Total Steps Change and Grade		
Overall Comments		

Minimal Number of Substantive Posts Made?—Did the student make the required minimum number of posts for the Discus? Were they substantive, as described?

New Thread of Discussion Begun?—Did the student begin at least one new thread of discussion via a substantive post? Was it of an appropriate sort, as described?

Responded to a Thread in Progress?—Did the student make at least one substantive response to an ongoing thread of discussion? Was it of an appropriate sort, as described?

Posted before Midpoint?—Did the student make at least one substantive post before the midpoint of the Discus?

Posted after Midpoint?—Did the student make at least one substantive post after the midpoint of the Discus?

Mechanics Correct?—Were the substantive posts the student made generally free from grammatical and mechanical error, and were the posts stylistically appropriate, as laid out by MLA standards and during class time? Do they reflect a level of usage consistent with what is to be expected from students in their second year of higher education?

Engagement/Exceptional Quality Displayed?—Do one or more of the substantive posts made display some quality that commands attention or evidences some level of engagement unusual for students in a sophomore-level class?