

Rubric for Online Discussions		
Key Performance Areas	Specific Letter Grades GPA and % Equivalencies	Standard Required to Achieve the Grade
A Outstanding or excellent: Students demonstrate excellent depth of understanding of the discussion questions AND sensitivity and critical consciousness in their peer responses. They evidence original thinking, good organization, and superior capacity to analyze and synthesize. Student posts regularly draw on scholarly literature beyond course readings, and they make meaningful connections between theory and practice. Their online participation adds significant value to the conversation and creatively extends understanding of concepts.	A+ (4.3) 90 – 100%	Outstanding: Evidence of expertise in all key performance areas. The A+ is reserved for pieces of work that are truly exceptional.
	A (4.0) 85 – 89%	Excellent: Evidence of at least mastery in all key performance areas and of expertise in most.
	A- (3.7) 80 – 84%	Superior: Evidence of at least mastery in all key performance areas and of expertise in some.
B Proficient: Students demonstrate a proficient depth of understanding of the discussion questions AND sensitivity and critical consciousness in their peer responses. They evidence a grasp of the subject matter, critical capacity and analytic ability, reasonable understanding of relevant issues, and familiarity with literature. Student posts make connections between theory and practice. Their online participation adds value to the conversation and extends understanding of concepts.	B+ (3.3) 77 – 79%	Very good: Evidence of mastery in all key performance areas.
	B (3.0) 73 – 76%	Good: Evidence of at least competence in all key performance areas and of mastery in some.
	B- (2.7) 70 – 72%	Satisfactory: Evidence of competence in all key performance areas.
C Approaching proficiency: Students appear to be benefiting from the discussions but are not yet performing at a satisfactory level. They demonstrate basic understanding of the discussion questions AND some critical consciousness in their peer responses. They evidence basic analytical skills and a basic understanding of the subject matter.	C+ (2.3) 67 – 69%	Evidence of competence in most but not all key performance areas.
	C (2.0) 63 - 66	Evidence of competence in some performance areas.
	C- (1.7) 60 – 62%	Evidence of competence in few key performance areas.
D Little proficiency: Students evidence little depth of understanding of the discussion questions AND lack sensitivity or critical consciousness in their peer responses. They evidence some familiarity with the subject matter but only minimal critical capacity and analytic ability.	D+ (1.3) 57 – 59%	Superficial ability but not competency in most key performance areas.
	D (1.0) 53 – 56%	Superficial ability but not competency in many key performance areas and deficient performance in some key performance areas.
	D- (0.5) 50 – 52%	Superficial ability in only a few key performance areas and deficient performance in many areas.
F No proficiency: Little evidence of even superficial understanding of subject matter; weakness in critical and analytic skills; limited use of literature.	F (0.0) 0 – 49%	Deficient performance in all key performance areas.