

### UNIV 1001 Unit 4 Discussion Forum Rubric

Criteria	Level 4	Level 3	Level 2	Level 1	Weight
<b>Q1. Note-Taking Selection and Comparison</b>	Clearly identifies the strategy, explains selection reasoning, and thoroughly compares to prior experience with strong examples.	Identifies the strategy, provides reasoning, and compares it to prior experience with some detail.	Does not clearly identify the strategy, lacks reasoning, and provides little to no comparison.	Did not answer question/no posting was made	
	<b>1</b>	<b>0.8</b>	<b>0.5</b>	<b>0</b>	<b>1</b>
<b>Q1. Demonstrate Note-Taking</b>	Comprehensive notes were recorded and attached; the format used is observed.	The format being used is clear, but the notes were incomplete, not reflecting the end of the data collection from the video.	Notes were included that are incomplete and the format used is unclear.	Did not attach the notes.	
	<b>1</b>	<b>0.8</b>	<b>0.5</b>	<b>0</b>	<b>1</b>
<b>Q2 Information Literacy</b>	Evaluates the resource and summarizes elements that influenced the decision. Clearly defines and explains significance in life and research with strong examples.	Evaluates the resource and summarizes elements that influenced the decision. Defines and explains importance but lacks depth or examples.	Briefly evaluates the resource and with little explanation supporting why. The importance of information literacy is vague.	Did not answer.	

	<b>1</b>	<b>0.8</b>	<b>0.5</b>	<b>0</b>	<b>1</b>
<b>Connection to course materials</b>	Strong, direct connections are made to readings and/or other course materials (readings/resources/etc.). The connections are clearly stated and consistently include proper citations and references.	Some direct connections are made to readings and/or other course materials (readings/resources/etc.). The connections are mostly stated, with citations and references included but occasionally inconsistent.	Minimal direct connections are made to readings and/or other course materials (readings/resources/etc.). Connections are largely inferred, somewhat unclear at times, and lack consistent citation and referencing.	No connections are made to readings or other course materials (readings/resources/etc.), and/or if made, are not clearly stated, are largely personal opinions, and doesn't have citation and referencing.	
	<b>1</b>	<b>0.8</b>	<b>0.5</b>	<b>0</b>	<b>1</b>
<b>Constructive/ Substantial Peer Feedback</b>		A minimum of two Constructive / Substantial feedback contributions exemplifying insight, depth, and comprehension. These responses should effectively relate to the initial post, contributing substantial value to the conversation by promoting meaningful,	Exactly one Constructive / Substantial feedback contribution exemplifying insight, depth, and comprehension. This response should effectively relate to the initial post, contributing substantial value to the conversation by promoting meaningful,	No Constructive / Substantial feedback is given.	

		reflective, and constructive discussions.	reflective, and constructive discussions.		
		<b>2</b>	<b>1</b>	<b>0</b>	<b>2</b>
<b>Clarity and Mechanics</b>	Posting is polished and generally free of errors in mechanics, spelling, usage, and sentence structure.	Posting is polished but may contain minor errors in mechanics, spelling, usage, and sentence structure.	Posting is adequate but may contain some errors in mechanics, spelling, usage, and sentence structure but errors do not interfere with understanding.	Posting has numerous errors in mechanics, usage, spelling, and sentence structure. Errors interfere with readability.	
	<b>1</b>	<b>0.8</b>	<b>0.5</b>	<b>0</b>	<b>1</b>
<b>Timeliness of Initial Post</b>			Initial post made by Sunday.	Initial post made later than Sunday.	
			<b>2</b>	<b>0</b>	<b>2</b>
<b>Initial Post Word Count</b>			Meets the word count range.	Does not meet the word count range.	
			<b>1</b>	<b>0</b>	<b>1</b>