



# Graduate Discussion Rubric

## Description

This rubric can be used for guiding graduate discussions for the course "[Genomics, Ethics, and Society](#)."

## Body

Criteria	Levels of Achievement		
	Unsatisfactory	Satisfactory	Excellent
<b>Writing Quality</b>	<b>0.3 Points</b> Utilizes poor spelling and grammar in most posts; posts appear "hasty"	<b>0.6 Points</b> Few grammatical or spelling errors are noted in posts	<b>1 Points</b> Consistently uses grammatically correct posts with rare misspellings
<b>Relevance and Clarity of Post</b>	<b>0.3 Points</b> Posts topics which do not relate to the discussion content; Does not express opinions or ideas clearly; Makes irrelevant remarks	<b>0.6 Points</b> Occasionally posts topics that are unrelated to discussion content or that miss the main point; Opinions and ideas are somewhat unclear	<b>1 Points</b> Consistently posts topics related to discussion topic; Gets to the heart of the matter; Expresses opinions and ideas in a clear and concise manner
<b>Contribution to the Learning Community</b>	<b>0.3 Points</b> Posts an initial entry on the first day but does not respond to others' ideas; Expresses ideas in a somewhat hostile manner	<b>0.6 Points</b> Posts an initial entry on the first day and responds to others' ideas throughout the discussion; May occasionally lack collegiality	<b>1 Points</b> Posts an initial entry on the first day and responds to others' ideas throughout the discussion; Expresses ideas collegially

Criteria	Levels of Achievement		
	Unsatisfactory	Satisfactory	Excellent
<b>Knowledge and Understanding of Course Content</b>	<p><b>0.3 Points</b></p> <p>Does not show understanding of course material and readings; Does not attempt to substantiate claims with evidence; Does not engage critically with the issues</p>	<p><b>0.6 Points</b></p> <p>Understanding of course material and readings is imprecise or shallow; Occasionally makes unsubstantiated claims; Lacks deeper critical engagement with the issues</p>	<p><b>1 Points</b></p> <p>Demonstrates accurate understanding of course material and readings; Substantiates claims with evidence; Shows deep critical engagement with the issues</p>
<b>Originality and Creativity</b>	<p><b>0.3 Points</b></p> <p>Does not explore relationships between problems; Only uses examples provided by others; Does not attempt to develop a unique perspective</p>	<p><b>0.6 Points</b></p> <p>Sometimes explores relationships between problems; Often uses examples already provided by others; Occasionally attempts to develop a new or stimulating perspective</p>	<p><b>1 Points</b></p> <p>Explores relationships between problems; Introduces new examples or insightful observations Attempts to develop a new or stimulating perspective on every issue</p>

## Rights

Use of Materials on the OEC

## Resource Type

Assessment Tools

## Topics

Evaluation and Assessment

## Discipline(s)

Teaching Ethics in STEM