

Student Engagement Rubric

Criteria	Excellent	Good	Needs Improvement
<p>Alignment</p> <p>Is it clear how the goal of the discussion aligns with the course learning objectives as well as how it will support students in achieving those objectives?</p>	<p>The purpose of the discussion is clearly stated and describes what course objectives it is aligned with.</p> <p>The instructions include details about how students will achieve those objectives through their participation.</p>	<p>The purpose of the discussion is clearly stated and describes what course objectives it is aligned with.</p>	<p>The purpose of the discussion is unclear, and it is either unclear about what objectives it is aligned with, or it is not aligned with course objectives.</p>
<p>Cognitive Goals</p> <p>Is it clear what cognitive and/or discipline-specific skills and knowledge discussion is meant to cultivate?</p>	<p>The instructions clearly state the topics covered and skills assessed through the discussion.</p> <p>Information is included on how the knowledge and skills covered apply beyond the discussion and course.</p>	<p>The instructions clearly state the topics covered and skills assessed through the discussion.</p>	<p>It is unclear what knowledge and skills are covered in the discussion.</p>
<p>Feedback</p> <p>Does the discussion prompt and structure allow students to give and get useful and actionable feedback from their classmates and instructors?</p>	<p>It is clear how the feedback students give and get through this discussion can be directly used inside and/or outside the course.</p>	<p>Students have opportunities to give and get useful feedback to and from their peers.</p>	<p>The initial and response prompt(s) do not allow for useful or in-depth peer feedback.</p>

<p>Personal Relevance</p> <p>Does the prompt/activity:</p> <ul style="list-style-type: none"> • invite students to connect current learning to prior learning? • value students' personal experiences? • provide opportunities for self-directed learning? 	<p>The discussion fosters student engagement by helping them connect their own experiences to the content and skills covered, and shows them how what's covered applies in their lives beyond the classroom.</p>	<p>The discussion fosters student engagement by helping them connect their own experiences to the content and skills covered.</p>	<p>The purpose and content of the discussion is abstract and it isn't clear how it applies to the students' personal, academic, or professional lives, if it does.</p>
<p>Authenticity</p> <p>Is the prompt/activity authentic in that it genuinely reflects, and is practically useful to, students' personal, academic, or professional goals?</p>	<p>The relevance of the discussion beyond the course is immediately apparent, and it is clear how the student's learning as a result of participating in the discussion will support their future success and/or learning.</p>	<p>The relevance of the discussion beyond the course is immediately apparent to the student.</p>	<p>It is unclear how the discussion is relevant to contexts and situations they will encounter outside the discussion itself.</p>
<p>Expectations</p> <p>Is the expected type of interaction/experience clearly described? Is it clear why this particular type of interaction was chosen?</p>	<p>Students are able to spontaneously and productively interact with each other and the instructor with minimal modeling or prodding by the instructor.</p>	<p>With active instructor guidance, students will be able to interact with each other and the instructor in the intended way resulting in a robust and productive discussion.</p>	<p>The students will be unable to interact with each other and/or the instructor in the intended way because they are unable to understand the type of interaction expected of them.</p>
<p>Active Participation</p> <p>Does the prompt require students to actively and organically participate in the discussion?</p>	<p>Students will be able to engage in an active back-and-forth discussion that requires creative and independent work both within and outside the discussion itself.</p>	<p>Students will be able to engage in an active back-and-forth discussion that requires creative and independent thinking.</p>	<p>Discussion requirements are satisfied when students have posted and responded with no back-and-forth interaction.</p>

<p>Open-Ended Questions</p> <p>Does the initial discussion prompt ask probing, open-ended questions that foster a robust discussion?</p>	<p>The discussion question(s) prompt lively and robust discussion that extends beyond the discussion posting requirements.</p>	<p>The discussion question(s) prompt lively and robust discussion.</p>	<p>The discussion question(s) can be easily answered in 1-2 sentences with little to no dialogue.</p>
<p>Question Clarity and Specificity</p> <p>Does the prompt describe, in adequate detail and from the student's point of view, what is expected and what resources are required to successfully participate?</p>	<p>Students will be able to respond to the prompts bringing unique and relevant thoughts and perspectives to the discussion.</p>	<p>Students will be able to appropriately respond to the prompts as intended.</p>	<p>Students will be unable to respond appropriately because of misunderstanding the prompt, or lacking needed resources.</p>
<p>Response Prompt</p> <p>Are students asked to respond in a way that fosters robust discussion, and does not allow for "Good point!" or, "I agree," as sufficient responses?</p>	<p>Students will be able to respond to their peers bringing unique but relevant thoughts and perspectives to a robust and lively discussion.</p>	<p>Students will be able to respond to their peers in a way that promotes lively and robust discussion.</p>	<p>Students will struggle to respond to their peers resulting in lively and robust discussion.</p>
<p>Clear Language</p> <p>Are Instructions written in clear and succinct language that avoids unnecessary jargon, acronyms, and abbreviations? Are course components consistently named throughout the course?</p>	<p>Students will be able to successfully participate in the discussion with very few to no questions and little instructor guidance.</p>	<p>Students will be able to successfully participate in the discussion with few questions and instructor guidance.</p>	<p>Students will be unable to meaningfully participate in the discussion because of confusion in expectations and requirements.</p>

Transparency Are all scoring criteria shared with students beforehand?	Students will be graded according to a rubric provided to them in advance.	Students will be graded using clear guidelines and grading standards.	The grading criteria are unclear or are not provided to students.
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