



Bloom's Digital Taxonomy

Threaded Discussion Rubric

Bloom's Taxonomic Level: Understanding

Relevant Key Words: Interpreting, Summarising, inferring, comparing, explaining, exemplifying, discussing, commenting

Bloom's Taxonomic Level: Evaluating

Key Terms - Evaluating: Checking, critiquing, judging, testing, commenting, reviewing, posting, reflecting.

Introduction:

This is a rubric for a Threaded Discussion. The rubric is in two parts, the first is for understanding and the second part for evaluating. This is examining the process of replying to a post and discussing using asynchronous threaded discussion tool. This rubric is working against two levels. The simplest format is construction and understanding. This is where material is posted and the students are asked via a focusing or guiding question to display their understanding.

| | Reply construction | Understanding |
|---|---|--|
| 1 | Poor spelling and grammatical errors. Short 1 or 2 sentences. Lacks structure or flow. Written in informal language, abbreviations or txt. | Simple reply or comment which lacks insight, depth or is superficial. The entry is short and frequently irrelevant to the key question, original post or concept. Does not express opinion clearly. Shows little understanding. |
| 2 | Some poor spelling and grammatical errors. Has some structure, but the entry does not flow. May contain a link or image. The reply contains several sentences. The text construction is mainly formal containing few abbreviations or txt style language. | Simple reply or comment showing some insight, depth and are connected with original post, question, topic or concept. The replies are short and may contain some irrelevant material. Some personal comments or opinions these may not be on task. Shows some understanding. |
| 3 | Few spelling and grammatical errors. Has structure and the entry flows. Contains appropriate links, uploaded files or images. These are referred to within the text. Refers to other posts. The reply contains sentences or paragraphs. | Replies show insight, depth and are connected with thread, topic or post. Entries may contain some irrelevant material. Personal opinion is expressed in an appropriate style. Shows a good depth of understanding. |
| 4 | Spelling and grammatical errors are rare. The reply has structure and is formatted to enhance readability. Contains appropriate links, uploaded files or images. Sources are acknowledged. Images and links are referred to within the text. Refers to other posts and builds on these. | Replies show insight, depth and understanding. They are connected with thread, topic or post. Entries are relevant with links to supporting material. Personal opinion is expressed in an appropriate style and is clearly related to the thread or post. The reply or post shows a high level of understanding, it shows a depth of understanding in matters relating to and surrounding the original post. |

The Evaluation component looks at the reflection and evaluation of other posts, constructing and proposing arguments and questions that relate to the thread and shows the student is evaluating the underlying concepts of the threaded discussion.

Evaluation would contain some or most of the following elements, ranging from simple to complex.

| Simple | Description | Complex |
|--------|---|---------|
| | <--Refers to posts and thread--> | |
| | <--Enhances the discussion--> | |
| | <--Clear and concise--> | |
| | <--Adds own opinion based on thread--> | |
| | <--Develops an argument (supportive or opposed)--> | |
| | <--Develops suitable questions--> | |
| | <--Critiques other posts--> | |
| | <--Answers questions and defends stance or position.--> | |

Evaluating

| | Reference | Clarity | Argument | Critique | Questioning |
|---|--|--|--|---|---|
| 1 | Student does not refer to other posts or the referred posts are irrelevant, inappropriate or unrelated to the thread. The post may be a repeat of prior posts. | The student post shows a lack of clarity on their opinion. | Contains no relevant questions and does not formulate an argument. | Student does not provide any critique of other posts or comments. | The student does not pose any questions. |
| 2 | Student does refer to other posts. The reply post is mainly related to the thread. | The post add to the discussion in a limited way. The poster expresses their opinion in a limited mode. | The student has developed a limited argument, using appropriate language. The argument is unsupported. | The student provides a simple critique of posts in an appropriate manner. | The student states simple questions which are related to the topic. Student answer some of the questions posted by their peers |
| 3 | Student refers to other posts. The reply post is related to the thread. | The post add to the discussion. The poster expresses their opinion clearly. | The student has developed an argument using appropriate language. The argument is supported by facts, opinions and related materials. | The student is judging other posts on there merits. The student provides a critique of posts in an appropriate manner. | The student structures appropriate questions which are related to the topic and previous posts. The student answers the questions posted by their peers, provides a limited defence of position or stance |
| 4 | Student refers to other posts. The reply post is related to the thread. | The post enhances the discussion and is expressed in clear and concise opinion. | The student has developed the argument using appropriate language. This is clearly and appropriately supported by facts, opinions and related materials including links. | The student is judging other posts on their merits. The student provides a detailed critique of posts in an appropriate manner. | The student structures appropriate focusing or challenging questions related to the topic and previous posts. The student answers the questions posted by their peers with depth and shows a high degree of understanding. Can defend his or her position of stance on a topic. |

