**Small Group Discussion Grading Rubric**

**Participation for MSN**

**Small Group Discussion Guiding Principles**

The ideas and beliefs underpinning the small group discussions (GDs) guide students through engaging dialogues as they achieve the desired learning outcomes/competencies associated with their course in a manner that empowers them to organize, integrate, apply and critically appraise their knowledge to their selected field of practice. The use of GDs provides students with opportunities to contribute level-appropriate knowledge and experience to the topic in a safe, caring, and fluid environment that models professional and social interaction. The GD’s ebb and flow is based upon the composition of student and faculty interaction in the quest for relevant scholarship. Participation in the GDs generates opportunities for students to actively engage in the written ideas of others by carefully reading, researching, reflecting, and responding to the contributions of their peers and course faculty. GDs foster the development of members into a community of learners as they share ideas and inquiries, consider perspectives that may be different from their own, and integrate knowledge from other disciplines.

**Participation Guidelines**

Each weekly group discussion is worth a maximum of 50 points. Students must post a **minimum** of **four** times in each discussion. One of these posts must be a summary of learning for the week. The initial response to the discussion prompt must be posted by Wednesday, 11:59 p.m. MT, of each week. Each of the subsequent posts must occur on days following the initial response. The final posting deadline for all subsequent posts is by Sunday, 11:59 p.m. MT of each week. For **week 8** only, subsequent posts must occur by the Saturday deadline-11:59 pm MT. If the student does not meet the Wednesday posting deadline for the initial posting, a late penalty is applied of 5 points. Not meeting the requirements for subsequent postings, either in number or deadline, will result in a loss of 5 points.

**Group Discussion Responses**

Small group discussions provide the opportunity for deep exploration and new knowledge discovery of course topics. This type of exploration requires synthesis of various sources of information. Responses in group discussions should be substantive, reflect the student’s personal position on the topic, thoroughly address the information being asked for by the prompt, and include insights based on others’ postings. Direct quotes in group discussions should be a rare occurrence. These are to be limited to one short quotation (not to exceed 15 words). The quote must add substantively to the discussion. Points will be deducted under Scholarliness and/or Course Knowledge rubric categories.

**MSN-ST Executive Track**

**Small Group Discussion Grading Rubric Guidelines**

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| **Point Values** | Exceptional | Exceeds | Meets | Needs Improvement | Developing |
| **Performance Category** | **15** | **14** | **13** | **9** | **0** |
| **Scholarliness**  Demonstrates achievement of scholarly inquiry for professional and academic decisions. | All three elements are addressed and clearly accurately articulated  • develops a comprehensive analysis or synthesis of information on required topic  • provides substantive support of analysis/synthesis evidenced by review of scholarly literature  • uses relevant valid, current, and scholarly sources to support interpretations, analysis, and synthesis of information on required topic | Two(2) of three (3) elements addressed and accurately articulated; remaining element vaguely addressed or is missing  • develops a comprehensive analysis or synthesis of information on required topic  • provides substantive support of analysis/synthesis evidenced by review of scholarly literature  • uses relevant valid, current, and scholarly sources to support interpretations, analysis, and synthesis of information on required topic | All elements are present but lack clarity and are generally addressed; Little evidence of understanding of topic is present  • develops a comprehensive analysis or synthesis of information on required topic  • provides substantive support of analysis/synthesis evidenced by review of scholarly literature  • uses relevant valid, current, and scholarly sources to support interpretations, analysis, and synthesis of information on required topic | 2 or less elements are superficially addressed with little supportive evidence of understanding of topic is present  • develops a comprehensive analysis or synthesis of information on required topic  • provides substantive support of analysis/synthesis evidenced by review of scholarly literature  • uses relevant valid, current, and scholarly sources to support interpretations, analysis, and synthesis of information on required topic | All three elements are missing or not discernible  • develops a comprehensive analysis or synthesis of information on required topic  • provides substantive support of analysis/synthesis evidenced by review of scholarly literature  • uses relevant valid, current, and scholarly sources to support interpretations, analysis, and synthesis of information on required topic |
| **Performance Category** | **15** | **14** | **13** | **9** | **0** |
| Course Knowledge | 15.0 pts  All four (4) required elements are addressed and clearly articulated  • Posts make direct reference to concepts discussed within lesson, scholarly sources, and guided discussion prompt  •Interactions with classmates are engaging and encourage further exploration and discovery  •Interactions with classmates are directly relevant to discussion topic  • Applies concepts to personal experience in their professional setting and or relevant application to real life. | Two of three elements addressed and clearly articulated, remaining element vaguely addressed or missing  •Posts make direct reference to concepts discussed within lesson, scholarly sources, and guided discussion prompt  •Interactions with classmates are engaging and encourage further exploration and discovery  • Interactions with classmates are directly relevant to discussion topic  • Applies concepts to personal experience in their professional setting and or relevant application to real life | All elements are present but lack clarity and are generally addressed; Little evidence of understanding of topic present  • Posts make direct reference to concepts discussed within lesson, scholarly sources, and guided discussion prompt  • Interactions with classmates are engaging and encourage further exploration and discovery  • Interactions with classmates are directly relevant to discussion topic  • Applies concepts to personal experience in their professional setting and or relevant application to real life. | Three or less elements are superficially addressed with little supportive evidence of understanding of topic present  • Posts make direct reference to concepts discussed within lesson, scholarly sources, and guided discussion prompt  • Interactions with classmates are engaging and encourage further exploration and discovery  • Interactions with classmates are directly relevant to discussion topic  • Applies concepts to personal experience in their professional setting and or relevant application to real life. | All elements are missing, not discernible, or irrelevant to topic  • Posts make direct reference to concepts discussed within lesson, scholarly sources, and guided discussion prompt  • Interactions with classmates are engaging and encourage further exploration and discovery  • Interactions with classmates are directly relevant to discussion topic  • Applies concepts to personal experience in their professional setting and or relevant application to real life. |
| **Performance Category** | **20** | **18** | **16** | **14** | **0** |
| **Interactive Dialogue** | Posts accurately address all five(5) elements, clearly articulated; specific connections are made to topic and discussion   * Replies to instructor prompt and facilitator by Wednesday @ 11:59pm MT * Responds to discussion group at least four times * Summary post (which may be counted as one of the 4 required posts) includes what was learned from discussion, lesson, and readings * Posts are substantive with evidence cited from a minimum of 2 scholarly sources to support thoughts and ideas, and engage group in further discussion * Posts reflect thoughts, ideas, and questions stimulated by content and group discussion | Posts accurately address four(4) of five(5) elements, clearly articulated; specific connections are made to topic and discussion   * Replies to instructor prompt and facilitator by Wednesday @ 11:59pm MT * Responds to discussion group at least four times * Summary post (which may be counted as one of the 4 required posts) includes what was learned from discussion, lesson, and readings * Posts are substantive with evidence cited from a minimum of 2 scholarly sources to support thoughts and ideas, and engage group in further discussion * Posts reflect thoughts, ideas, and questions stimulated by content and group discussion | Posts generally address three (3) of five(5) required elements; limited connections are made to topic and discussion   * Replies to instructor prompt and facilitator by Wednesday @ 11:59pm MT * Responds to discussion group at least four times * Summary post (which may be counted as one of the 4 required posts) includes what was learned from discussion, lesson, and readings * Posts are substantive with evidence cited from a minimum of 2 scholarly sources to support thoughts and ideas, and engage group in further discussion * Posts reflect thoughts, ideas, and questions stimulated by content and group discussion | Posts generally address required elements; limited connections made to topic and discussion; fails to meet posting time and number requirement   * Replies to instructor prompt and facilitator by Wednesday @ 11:59pm MT * Responds to discussion group at least four times * Summary post (which may be counted as one of the 4 required posts) includes what was learned from discussion, lesson, and readings * •Posts are substantive with evidence cited from a minimum of 2 scholarly sources to support thoughts and ideas, and engage group in further discussion * Posts reflect thoughts, ideas, and questions stimulated by content and group discussion | Does not respond to group discussion; No connections made to topic; Superficial posts lacking substance and scholarly support   * Replies to instructor prompt and facilitator by Wednesday @ 11:59pm MT * Responds to discussion group at least four times * Summary post (which may be counted as one of the 4 required posts) includes what was learned from discussion, lesson, and readings * Posts are substantive with evidence cited from a minimum of 2 scholarly sources to support thoughts and ideas, and engage group in further discussion * Posts reflect thoughts, ideas, and questions stimulated by content and group discussion |
|  | **Minus 1 Points** | **Minus 3 Points** | **Minus 5 Points** | **Minus 7 Points** | **Minus 9 Points** |
| **Grammar, Syntax, APA**  **Note: if there are only a few errors in these criteria, please note this for the student in as an area for improvement. If the student does not make the needed corrections in upcoming weeks, then points should be deducted.**  Points deducted for improper grammar, syntax and APA style of writing.  The source of information is the APA Manual 7th Edition | * 2-3 errors in APA format. * Written responses   have 2-3 grammatical, spelling, and punctuation errors.   * Writing style is generally clear, focused, and facilitates communication. | * 4-5 errors in APA format. * Writing responses   have 4-5 grammatical, spelling and punctuation errors.   * Writing style is somewhat focused. | * 6-7 errors in APA format. * Writing responses   have 6-7 grammatical, spelling and punctuation errors.   * Writing style is slightly focused making discussion difficult to understand. | * 8-10 errors in APA format. * Writing responses   have 8-10 grammatical, spelling and punctuation errors.   * Writing style is not focused, making discussion difficult to understand. | * Post contains greater than 10 errors in APA format. * Written responses have more than 10 grammatical, spelling and punctuation errors. * Writing style does not facilitate communication. * The student continues to make repeated mistakes in any of the above areas after written correction by the instructor |

**NOTE:** To receive credit for a week's discussion, students may begin posting no earlier than the Sunday immediately before each week opens. Unless otherwise specified, access to most weeks begins on Sunday at 12:01 a.m. MT, and that week's assignments are due by the next Sunday by 11:59 p.m. MT. Week 8 opens at 12:01 a.m. MT Sunday and closes at 11:59 p.m. MT Wednesday. Any assignments and all discussion requirements must be completed by 11:59 p.m. MT Saturday of the eighth week.

**\*Scholarly source:** Per the APA Guidelines in Course Resources, only scholarly sources should be used in assignments and group discussions. These include peer reviewed publications, government reports, or sources written by a professional or scholar in the field. Your textbook and lesson are not considered to be an outside scholarly source. For the discussions, reputable internet sources such as websites by government agencies (URL ends in .gov) and respected organizations (often ends in .org) can be counted as scholarly sources. The best outside scholarly source to use is a peer reviewed nursing journal. You are encouraged to use the Chamberlain library and search one of the available data bases for a peer reviewed journal article. The following sources should not be used: Wikipedia, Wikis, or blogs. These web sites *are not considered scholarly* as anyone can add to these. Please be aware that .com websites can vary in scholarship and quality. For example American Heart Association is a .com site with scholarship and quality. It is the responsibility of the student to determine the scholarship and quality of any .com site. Ask your instructor before using any site that you are unsure of. If the instructor determines that the site does not demonstrate scholarship or quality, points will be deducted for not using scholarly sources. Current outside scholarly sources are required for the initial posting. This is defined to be 5 years or less. Instructor permission must be obtained if using a source that is older than 5 years.