



Rubric Made Using:
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Collaborative Work Skills : Facilitating On-Line Discussions

Teacher Name: **Howard**

Student Name: _____

CATEGORY	Lane Core Learning Outcome	Entry-Level Professionalism	Developing Professionalism	Emerging Professionalism	Needs Professionalism Development
Fosters Communication Between Participants	Communicate Effectively: Attend to messages, check for shared meaning, identify sources of misunderstanding, and signal comprehension or non-comprehension Engage Diverse Values with Civic and Ethical Awareness: Demonstrate knowledge of democratic values and practices	Facilitator phrases discussion contributions in ways that encourage further responses from participants, and draws connections between participants'; avoids "overfacilitating", (feeling the need to answer every question and settle every point)	Facilitator phrases discussion contributions in ways that encourage further responses from participants, and draws connections between participants' comments	Facilitator responds to discussion contributions.	Facilitator simply seeds questions to encourage participation between groups.
Models Participation and Discussion Techniques for Participants	Engage Diverse Values with Civic and Ethical Awareness: Demonstrate knowledge of democratic values and practices	Facilitator is both professional and informal, establishing an environment of mutual respect and comfort while avoiding any sense of intimidation; is inclusive and makes connections between participants' comments and models this type of discussion behavior and attitude for participants.	Facilitator is both professional and informal, establishing an environment of mutual respect and comfort while avoiding any sense of intimidation.	Facilitator is consistent with discussion instructions and encourages two-way communication.	Facilitator is efficient with one-way communication.
Keeps Discussion Alive	Engage Diverse Values with Civic and Ethical Awareness: Collaborate with others to achieve shared goals	Facilitator furthers the discussion with responses to posts and contributions.	Facilitator periodically posts "acknowledgment" messages to participants'; furthers the discussion with responses to posts and contributions.	Facilitator responds to communication posted by users.	Facilitator solely poses questions vs. responding to contributions.
Keep Discussion on Topic	Create Ideas and Solutions: Explore or resolve innovative and/or divergent ideas and directions, including contradictory ideas	Facilitator keeps the discussions on track; reins in long digressions; pushes people forward on the topic. (If comments drift off-topic, the facilitator is creative and uses subtle or humorous messages, or perhaps a humorous graphic or photo, to redirect discussion)	The facilitator keeps the discussions on track; reins in long digressions; pushes people forward on the topic.	Facilitator lets discussion flow without interruption.	Facilitator lets discussion flow without interruption.
Brings Closure to the Forum	Communicate Effectively: Attend to messages, check for shared meaning, identify sources of misunderstanding, and signal comprehension or non-comprehension	Facilitator synthesizes the concepts and ideas discussed in the forum within the summary.	Facilitator reiterates concepts and ideas presented in discussion within the summary.	Facilitator lists some of the concepts and ideas presented in the discussion within the summary.	Facilitator does not post a summary.
Self-Assesses Effectiveness	Apply Learning: Integrate and reflect on experiences and learning from multiple and diverse contexts	Facilitator scores effectiveness during group discussion using course rubric; includes specific example of meeting criteria; identifies areas where entry-level criteria was unmet and/or areas for future improvement as a facilitator; integrates feedback from group members; uploads self-assessment by deadline	Facilitator scores effectiveness during group discussion using course rubric; includes specific example of meeting criteria; attempts to identify areas where entry-level criteria was unmet and/or areas for future improvement as a facilitator; integrates feedback from group members; uploads self-assessment	Facilitator scores effectiveness of during group discussion using course rubric; includes a general overview of identified professional behaviors and/or opportunities for development; some attempt to integrate feedback from group members; uploads self-assessment by deadline	Facilitators self-reported scores are inconsistent with course rubric; lacks sufficient reflection or opportunities for improvement; limited inclusion of feedback from group members; uploads self-assessment past deadline

			by deadline		
Seeks Feedback from Group Members	Apply Learning: Integrate and reflect on experiences and learning from multiple and diverse contexts	Requests group members rate effectiveness as a facilitator using course rubric using respectful language; thanks members for their participation in the discussion; acknowledges a desire to improve in the request for feedback; includes a deadline and preferred method of communication	Requests group members rate effectiveness as a facilitator using course rubric using respectful language; some acknowledgment of members' participation in the discussion; acknowledges a desire to improve in the request for feedback; includes a deadline and preferred method of communication	Requests group members rate effectiveness as a facilitator using course rubric	Does not seek feedback or include direction to use course rubric as a measure; no specifics regarding time lines for completion and/or preferred method of communication



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