

Suggested Kialo Discussion Rubric, Focus on Claim Quality (ages 11-13)

Suggested criteria

Learning Outcome	Exceeds expectations	Meets expectations	Approaching expectations	Below expectations
Claim target	Student reaches or goes over the target number of claims.	Target number of claims reached.	Target number of claims not quite reached.	Number of claims well below target.
Contribution to discussion	All or almost all claims are unique and make thoughtful points that build the discussion. There are very few or no duplicate claims.	Most claims make new points that build the discussion. There may be a few duplicates of claims from other branches.	Some claims make new points that build the discussion. There may be many duplicates of claims from the same or other branches.	Most claims do not build the discussion, or most claims are duplicates of other claims.
Placement of claims	All or almost all claims directly respond to some piece of their parent claims. Linked claims, if made, tie related arguments together.	Most claims are relevant to some piece of their parent claims. Some claims may respond to the branch in general rather than the parent claim. Most linked claims, if made, tie related arguments together.	Most claims are somewhat relevant to their parent claims. Many claims may respond to the branch in general rather than the parent claim. Linked claims, if made, may not make a clear connection between arguments.	Claims are regularly placed in unrelated locations.
Accuracy of claims	All or almost all claims are factual and/or logical. Where claims are nonfactual or illogical, they are expressions of common arguments or beliefs that are then effectively rebutted.	Most claims are mostly factual and/or logical. There may be some small mistakes. Where claims are nonfactual or illogical claims, they are expressions of common arguments or beliefs that are then rebutted.	Most claims are generally factual and/or logical. Some claims may have noticeable mistakes. Where claims are nonfactual or illogical, attempts are sometimes made to rebut them.	Most claims are not factual or logical.
Usage of sources	When using facts to make an argument, claims link to good sources. Sources appropriately support the claims being made with relevant, reliable information. The important information from a source is quoted or explained in the quotation box.	When using facts to make an argument, claims often link to good sources. Sources usually support the claim being made with relevant, reliable information. A few sources may not be high quality, but they are not untrustworthy. Important information from a source is usually quoted or explained in the quotation box. Some of these quotations/explanations may not clearly identify the support found in the source.	When using facts to make an argument, some claims link to good sources. Sources do not always support the claim, may not be high quality, and/or there may be a number of untrustworthy sources. There is an attempt to quote or explain important information from sources within the quotation box.	Claims that are using facts to make an argument rarely link to sources and/or link to unrelated or unreliable information.
Quality of writing	All or almost all claims are easy to understand. Claims are not too long. There are very few or no mistakes in grammar or punctuation.	Most claims are easy to understand, but some may go on longer than they need to. There may be some mistakes in grammar or punctuation, but they do not make the claims hard to understand.	Most claims are understandable, but they may be too long or have parts that are unclear. There may be a number of mistakes in grammar or punctuation that can make the claims harder to understand.	Most claims are difficult or impossible to understand. This may be due to serious mistakes in grammar and punctuation.

Optional criteria

Learning Outcome	Exceeds expectations	Meets expectations	Approaching expectations	Below expectations
Balance of claims	Thoughtful claims have been added to all sides of the discussion. There is a clear attempt at considering multiple points of view.	Claims have been added to all sides of the discussion, but one point of view may appear to be favored No point of view is treated unfairly.	There is an attempt to add claims to all sides of the discussion, but one point of view is clearly favored. Some points of view may be treated unfairly.	There is no attempt to add claims to more than one side of the discussion, or claims are mostly unfair to some points of view. Only one point of view is considered.
Academic citations*	Academic citations are always or almost always included where they are needed. All or almost all citations are formatted correctly.	Academic citations are usually included where they are needed. Most citations are formatted correctly.	Academic citations are sometimes included where they are needed. At least some citations are formatted correctly or almost correctly.	Academic citations are never included where they are needed, or there are major mistakes in formatting most citations.
Thesis†	Thesis is clear, concise, and easily built upon.	Thesis is clear and can be built upon without much difficulty. Thesis may be slightly wordier than necessary.	Thesis may be somewhat unclear and/or somewhat difficult to build upon. Thesis may be much wordier than necessary.	Thesis is unclear and/or impossible to build upon.

*In addition to linking sources within their claims, students can also be instructed to provide properly formatted academic citations in the *Quote/Note* box.

†This criterion is only for Kialo discussions that students create from scratch, in which they must provide their own thesis.