

Write a reply worth answering

Fictional worked example / Use your own task and evidence

What should a school learn from a four-week lunchtime study-room pilot?

Sample material and calibration

Shared fictional case	One unused room is available. A four-week pilot can use the current staffing arrangement. No earlier attendance figures are supplied.
Initial post	The school should count how many people use the room. If attendance is high, it should continue.
Reply A	I agree. A study room is a great idea and would help lots of students.
Reply B	Counting use would help, but a total could hide whether a few students return every day. Could the pilot record daily visits and an anonymous question about whether students found space to study? That would let the school compare use with the problem the room is meant to address.
Closing reflection	I still think the pilot should begin. The reply about repeat visits changed what I would count. I would now separate daily use from the number of different people who used the room, if the school can collect that information appropriately.

Reply A adds agreement and an unsupported benefit. Reply B develops a specific peer idea with a limitation and a question. Posting deadlines and contribution counts remain separate from reasoning quality.

Assignment specific criteria

Use Closing reflection only if it is part of the assigned task. Keep deadlines, contribution counts, and approved alternatives separate from reasoning quality.

Criterion	Demonstrated	Developing	Not yet visible
Initial contribution	Answers the question with a reasoned position that another reader can examine.	Gives a relevant position but leaves its main reason unclear.	Does not provide a position relevant to the question.
Use of the shared material	Uses an accurate detail from the supplied material and explains its connection to the position.	Includes a relevant detail but does not explain the connection, or overstates what the detail supports.	Relies on unsupported statements or does not engage with the supplied material.
Reply that develops the exchange	Addresses a specific peer idea and adds evidence, a consequence, a qualification, or a question that can change the reasoning.	Identifies a peer idea but mainly repeats it or offers a broad question without development.	Gives only agreement, disagreement, or a response unrelated to the peer's idea.
Closing reflection	Explains whether an exchange changed or qualified the student's position, with a reference to the relevant contribution.	States that the position changed or stayed the same but does not explain why.	Does not connect the reflection to the discussion.

Observed passage / level / next revision

Apply the actual assignment and grading policy. These descriptions are not automatic grades.