

	Evidence of minimal/incomplete awareness and engagement Grade: F	Some evidence of awareness, understanding and engagement with concepts, skills, and dispositions Grade: P	Sound evidence of awareness, understanding and engagement with concepts, skills, and dispositions Grade: C	Consistent, comprehensive and wide-ranging evidence of awareness, understanding and engagement with concepts, skills, and dispositions Grade: D	Exemplary awareness, understanding and engagement with concepts, skills, and dispositions, which is generally well above expectations Grade: HD	
Content						
<i>Content and ideas:</i> Blog entries; teaching episode; written response to peer feedback; creativity and design	Provides an unclear and incoherent response to the tasks. Some content may be missing.	Response to the tasks is generally clear, although it may lack focus in some.	Provides a mostly clear and thoughtful response to the question, although it may lack focus in some tasks.	Provides a clear, thoughtful and mostly focused response to the tasks.	Provides a coherent, focused and thoughtful response to all tasks.	17.5/30
Presentation						
Organisation and coherence	Lacks overall organisation, thematic unity and coherence in and/or between sentences.	May lack overall organisation, but develops ideas coherently. Sentences may be limited in type or inappropriately connected.	An overall logic and coherence, and a range of sentence types which are usually appropriately connected.	Logically organised, ideas coherent and a range of appropriately connected sentence types.	Logically organised, unity of theme and ideas coherent through a range of appropriately connected sentence types.	6/10
Grammar and accuracy (including spelling and punctuation)	Many grammatical errors and/or use of a limited vocabulary, which may include inappropriate usage. Numerous spelling and/or punctuation errors.	Some grammatical errors and/or use of a limited vocabulary which may include inappropriate usage. Several spelling and/or punctuation errors.	Some grammatical errors in complex forms, and/or may include a more limited vocabulary range. A number of spelling and/or punctuation errors.	A range of contextually appropriate vocabulary and few, if any, grammatical errors. Very few spelling or punctuation errors.	A wide range of contextually appropriate vocabulary and no grammatical errors. No spelling or punctuation errors.	5.5/10
<p>Comments:</p> <p>Carly, your blogs are consistently filled with reflective and well thought out ideas and arguments that you have developed over the course of this unit. However, you haven't referenced any of your sources in any of the posts. Referencing is crucial, while your opinions do not need to be referenced, any information you have used to form or to back up your ideas, like facts and figures that you have retrieved during the course of studying the topic, do. Visually, your blog was quite appealing, your use of images and videos throughout the posts gave them a more professional feel. Perhaps a featured image for each post would have made it even more appealing?</p> <p>Your sentence structure was generally good. However, some, for example, the following sentence from the Digital Information post: "We have resources like the world wide web, social media sites such Facebook and Twitter, and even newspapers and magazines, which originally provided us with information in a non-technological format, are being published both by paper and online" could have been constructed better. There is also a word missing in the same sentence.</p> <p>I'd advise you check grammar and spelling on each post, as they all contain small mistakes. For example, in several entries you have written, "This weeks task" when it should be, "This week's task" with an apostrophe between the 'k' and the 's' in 'week's', as you are referring to a singular week. Alternatively, the word, "it's" in the title of your week 4 post 'Digital Expectancy And It's 6 Drivers' should not contain an apostrophe.</p> <p>The lesson plan you developed was very interesting and would likely engage students and help them to further develop their digital literacy. However, access to Pinterest is prohibited to anyone under the age of thirteen, so a grade six student would not be able to create an account. Also, one and a half hours is quite a long time for students of that age to keep focus, so perhaps the lesson would best done either in two lessons or with a break in between.</p> <p>Overall, I enjoyed reading your entries and I think you have great potential for improvement.</p>						
						Total: 29 /50

