

Peer Marking: Blog

Name of Blog: Living and learning in the digital world by Kay Colville

Name of marker: Rebecca Dowell

	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	
<b>Content</b>						
<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.	/30
<b>Presentation</b>						
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.	/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.	/10
<p>Comments:</p> <p>Kay I found your blog to be an enjoyable read. Your writing is academically written while still remaining reflective and personal. Information covered through the weekly topics was covered and you were able to relate the information back to classroom situations. You have demonstrated strong technical skills with your integration of the animated scratch link within your blog. It was difficult to read the text alongside your infographic image, you may want to reconsider how you present this. I thought the useful links to at the bottom of the blog was great but feel that they would be more useful integrated into topics each relate to.</p> <p>I like the design of the blog. It is clear and appealing to the eyes. The items in the right sidebar are relevant and add to the ease of use and design.</p>						
						Total: /50

Peer Marking: Blog

Name of Blog: Kay Colville

Name of marker: Shannon Turner

	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	
<b>Content</b>						
<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. No evidence of attention to design.	Response to the tasks is sometimes clear, although it may lack focus in some areas. Design has clarity and some evidence of planning.	Provides a mostly clear and thoughtful response to the question, although it may lack focus in some tasks. Design is reasonably effective and demonstrates some attempts at creativity.	Provides a clear, thoughtful and mostly focused response to the tasks. Design is professional and has some creative elements. Visuals or other media are included.	Provides a coherent, focused and thoughtful response to all tasks.  Design is effective, professional and innovative. A range of visuals or other media are well-used.	22/30
<b>Presentation</b>						
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.	7/10
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.	6/10
<p>Comments:</p> <p>Well done Kay, I really enjoyed reading your blog posts. I thought your blogs were reflective and personal with good explanations of what you thought, knew and learnt from both the weekly tasks and your own learning experiences.</p> <p>Your use of visuals is great, lots of pictures, video's, links and even animation (on Scratch and Sploder) a nice standout.</p> <p>I really liked your use of category links (on the side), a great shortcut to take the reader directly to the specific topic and great idea with the additional links.</p> <p>Nice use of colours and contrast, is professional easy to read and navigate around with standout titles.</p> <p>Just a slight observation: In your 'Recent Post' section you are missing Week 3</p> <p>You might consider giving and example on what specific area you/peers focused on in the digital divide</p> <p>Also perhaps consider being a bit more descriptive on what you learnt from Scratch being so challenging? How did it change your thinking?</p> <p>Be mindful of spelling (only minimal).</p> <p><b>Lesson Plan</b></p> <p>I really liked your lesson plan. It is an activity I can see the kids really enjoying and a great way for children to interact amongst peers while exploring language.</p>						
						Total: 35/50