



Bloom's Digital Taxonomy

Blog Journalling Rubric

Bloom's Taxonomic Level: Understanding

Relevant Key Words: Interpreting, Summarising, inferring, comparing, explaining, exemplifying, blog journalling, commenting

Introduction:

This is a rubric for the Blog journalling. This is examining the process of recording and reporting events and process using blogging tools. Blog journalling here, is used as a form of reflective practice for class activities and learning rather than for personal journalling.

| | Blogging | Understanding | Timeliness |
|---|---|---|---|
| 1 | The entry or entries have poor spelling and contain grammatical errors, they are short, typically 1 to 2 sentences. They lacks structure and or flow. The entry appear to be hastily written often using in informal language or text style abbreviations. | These simple entries lacks insight, depth or are superficial. The entries are short and are frequently irrelevant to the events.They do not express opinion clearly and show little understanding. | The entries are irregular. Events are not journaled as they occur. |
| 2 | Some of the entries have poor spelling and contain grammatical errors. The entries have some structure. But the entries does not have consistent flow or show linkage/cohesion between entries. The blog entry may contain a link or image. | The blog journal posts show some insight, depth & are connected with events, topic or activity. Entries are typically short and may contain some irrelevant material. There are some personal comments or opinions which may be on task. The posts shows some understanding of the topic. | The entries have some timeliness with most key events being journaled. Some comments are replied to. |
| 3 | There are few spelling and grammatical errors. The journal entries have structure. The posts flow and have linkage/cohesion between the entries The journal posts contains appropriate links or images. These are referred to within the text. | The posts show insight & depth. The content of posts are connected with events, topic or activity. These journal entries may contain some irrelevant material but are for the most part on task. The student's personal opinion is expressed in an appropriate style & these entries shows a good depth of understanding. | Most events are journaled as they happen. Most comments are replied to in a timely manner. The reply shows understanding |
| 4 | The spelling and grammatical errors are rare. The journal entries have structure and are formatted to enhance readability. The entries flows and have linkage/cohesion between posts.The posts contains appropriate links or images, with the image sources being acknowledged. The images and links are referred to within the text. | The blog journal posts show insight, depth & understanding. They are connected with events, topic or activity. Entries are relevant with links to supporting material. The student's personal opinion is expressed in an appropriate style & is clearly related to the topic, activity or process. The posts and opinions shows a high level of understanding & they relates events, learning activities & processes to the purpose of the activity and outcomes. | All events are journaled these are regular & timely. Comments are replied to in a timely manner. The replies show a depth of understanding & relate to the comments |

Exemplars:

This is a blog entry about a class trip to the local zoo. The trip was arranged to support a science unit of work on conservation. The trip took place on 19th November. Students are Middle Years students (year 8)

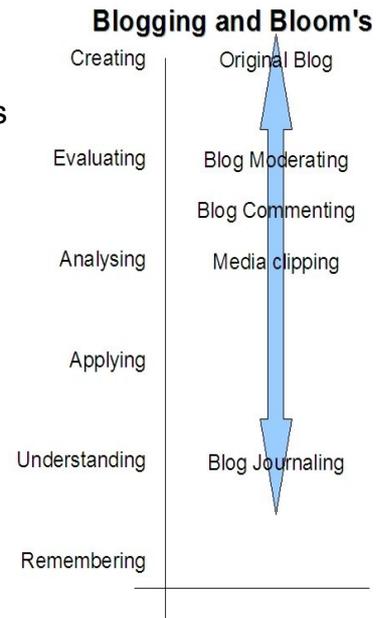
Level 1

Zoo

24 November 2007

Went to the Zoo. Coool trip. Charles tripped ova LOL. All the girlz laff @ him - shame! Love da geraffe and the tiga

This entry is superficial and shows limited understanding of the purpose of the trip. Blog writing or authoring is at Level 1. Spelling and grammatical errors. Lacks structure and flow. This entry has not reached an acceptable level for understanding.

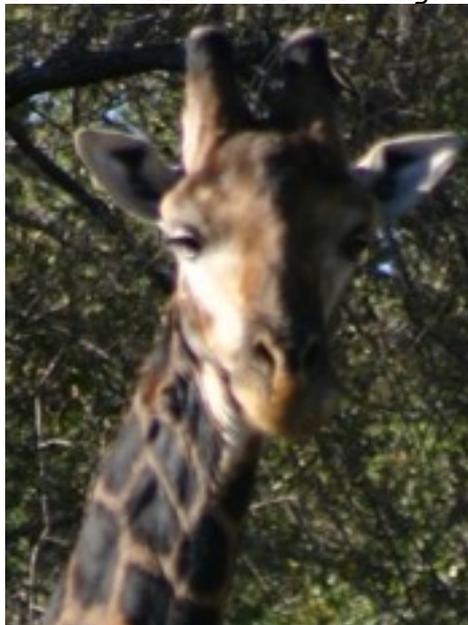


Level 2

Science Zoo Trip

20 November 2007

The zoo trip was fun and the teachers were really nice to take us their. We saw lotz of animals. I liked the tiger but they are endangered in the wild in Africa. Our group took some cool fotos with the class camera. My favourite is the one with Charles falling over. Here is one of the Giraffe. The giraffe is amazin. Its neck is so long it can reach leaves high in trees.



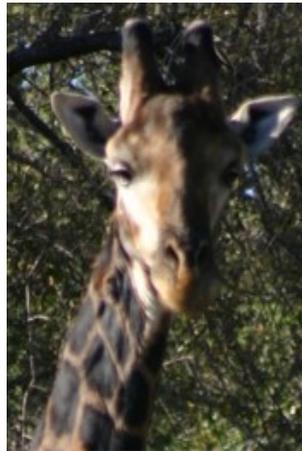
This entry is related to the purpose of the trip, it is more timely but does contain errors – spelling, grammatical and factual. The student has included an image. Authoring at level 2. This entry shows a limited level for understanding.

Level 3

The Conservation Trip to the Zoo

19th November 2007.

Today's trip to the Zoo was really enjoyable. The [Auckland Zoo](#) has lots of animals from many places. The tiger was my favourite. They are such a beautiful animal but are endangered in the wild through out India and Asia. I can't believe people kill them for medicine or fur coats.



The Giraffe is such a cool animal, it can eat leaves high in trees that other animals can reach. Giraffes are not endangered but their homes are being reduced as land is used for farms. I found some info on giraffes at www.animalplanet.com/animal/1256dt675738hjsu3n4978493j djgh2jjdsd3dnu3.asp

This is a better entry, focused on the purpose of the trip. The student has included links to research but just inserted the link rather than formatting this. The student has linked issues to the animals they saw. The post is relevant and timely. Blog writing or authoring is at level 3. The entry is structured, with links (the links are raw and need processing) and images, few errors. This entry has reached an acceptable level for understanding.

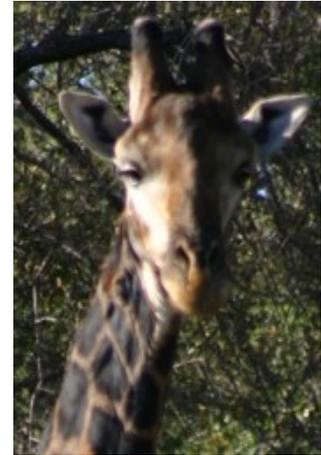
Level 4

Conservation Trip to Auckland Zoo

19th November 2007

The Science class went on a trip to [Auckland Zoo](#) as part of our conservation unit. The teacher gave us a workbook to work through and asked us to look at the endangered animals. Tigers are endangered throughout the world. Tigers are hunted and poached for their fur and for use in medicines. There are several species of Tigers like the Siberian Tiger, the Sumatran Tiger. I found some information about Tigers at Animal Planet - [Tigers](#)

Giraffes are amazing. They are so well adapted to their Niche. Their neck has the same number of bones as our but is so long. This lets them eat leaves high in trees. This is a huge help for them as they don't have to compete with other animals for food. Animal Planet - [Giraffe](#).



Giraffe - class photo

The trip was really cool. It was nice to get out of the classroom, but it was very useful to see the animals we have been learning about. I still wonder if it is fair to keep animals in zoos. Wild animals should be in the wild, but I guess the wild is shrinking. We need to take responsibility for this. I would like to help. I might join the [WWF rangers](#) on the [WWF](#) web site.

[Mr T's Blog](#) entry on the trip is really good and the photos are really good, even the one of Charles.

This entry is well structured and shows insight and understanding. The student has included relevant and appropriate links, the entry is well structured and flows. The student offers personal opinion which shows depth of understanding and insight. The post is relevant and timely. Blog writing or authoring is at level 4. The entry is structured, with processed links and images, few errors.

This entry shows an good level of understanding.