

Example grading criteria for marking blogs in higher education

The grading criteria below have been used in a module on online learning, where blogs are part of the summative assessment.

The following *indicative* grading criteria are those your blogs will be marked against for each of the grading criteria, Distinction to Fail.

A blog graded at Distinction (70% and above) would meet the criteria in the following way:

- Reflection: writing is consistently and deeply reflective. Many insightful connections are made between the participant's professional practice and course content.
- Regularity: entries are made normally more than once a week, and are evenly spread throughout the duration of the course.
- Knowledge and understanding: writing critically engages with course activities and readings. Evidence is shown of reading and thought that goes beyond the immediate course content, demonstrating further research. The process of developing understanding of the course theme is coherently described and reflected upon.
- Peer learning: arguments presented critically analyse comments made by peers made in in discussion fora and blogs.
- Writing style: writing is consistently grammatical and flows well (although this need not be in a traditional academic style). Original ideas are well and creatively expressed. A sense of creative and personal ownership of the blog is strongly conveyed.

A blog graded at Merit (60-69%) would meet the criteria in the following way:

- Reflection: writing is often deeply reflective. Regular insightful connections are made between the participant's professional practice and course content.
- Regularity: are frequent enough to show sustained engagement with course materials and resources. Critical learning incidents are recorded and reflected upon as the participant progresses through the course.
- Knowledge and understanding: writing critically engages with course activities and readings. Some evidence is shown of reading and thought that goes beyond the immediate course content, demonstrating further research. There is consistent evidence of the participant's developing understanding of the course theme.
- Peer learning: blog postings incorporate and build upon the views and comments of peers in made in discussion fora and blogs.
- Writing style: writing is often grammatical and flows well (although this need not be in a traditional academic style). Original ideas are presented with some evidence of creativity. A good sense of personal ownership of the blog is conveyed.

A blog graded at Pass (50-59%) would meet the criteria in the following way:

- Reflection: postings demonstrate sustained reflection on course activities and resources and their application to the participant's professional practice.
- Regularity: blog postings are frequent enough to demonstrate sustained engagement with course activities and resources. Critical learning incidents are recorded and reflected upon as the participant progresses through the course.
- Knowledge and understanding: the blog demonstrates an understanding of the technologies and theories introduced through the course and links are made to the participant's own practice. Blog postings demonstrate critical awareness of the strengths and weaknesses of the technologies and pedagogic approaches introduced through the course.
- Peer learning: blog acknowledges posts or comments made by peers made in in discussion fora and blogs.
- Writing style: The blog demonstrates the participant's personal learning journey in a vivid, accessible way.

In contrast, a failing blog (0-49%) would demonstrate the following in relation to the criteria:

- Reflection: writing shows no reflection, and no connections are made between the participant's professional practice and course content.
- Regularity: entries are made very infrequently or not at all, or are very unevenly spread throughout the duration of the course.
- Knowledge and understanding: writing does not engage with the activities and readings introduced through the course. There is no evidence of further reading and research. There is no evidence of the process of developing understanding of the course themes.
- Peer learning: writing does not draw on peer.
- Writing style: writing lacks flow and is difficult to read. There is no evidence of original thinking