

## GD/MA CAL Blog Assessment Criteria and Marking Rubric

Student blog posts provide critical academic reflection where you are analyzing and synthesizing as you make connections between theory and practice. Given the open learning nature of the program, you may also consider using creative commons licensing on your blog but that is optional. For more information on Creative Commons licensing see the resource posted on the MACAL program WordPress site and [creativecommons.org](http://creativecommons.org). This program blog assessment rubric will guide the expectations of how your course blogs are crafted, however each instructor will set their specific expectations related to the content and the word count. Don't forget to explore the resources on the RRU Writing Centre as well, specifically those focused on creating a detailed outline. o

NOTE: In order to stay connected to each other via the course blog and your own WordPress blogs – be sure to set up your Feedly (see the program website for resources on setting up Feedly and OPML files - You will need to add these for each course).

Course Learning Outcome/Assessment Criteria	Excellent (A+ to A)	Proficient (A- to B+)	Satisfactory (B to B-)	Unsatisfactory (F)
Citation and APA format	All citations and APA format are correct.	Most citations and APA formatting are correct.	Some citations and APA formatting are correct.	Few citations and APA formatting are correct.
Style, Grammar, Spelling	All aspects of grammar and spelling are correct.	Most aspects of grammar and spelling are correct.	Some aspects of grammar and spelling are correct.	Significant spelling and grammar errors.
Transdisciplinary Thinking	Relevant terms, concepts are identified and defined; presentation/discussion of same shows evidence of transdisciplinary thinking including: drawing from multiple disciplines identifying and/or creating patterns, abstract thinking; finding the relationships between and amongst ideas/concepts; modeling	Relevant terms and concepts are mostly identified and defined and discussed but do not consistently reflect the transdisciplinary nature of the focus.	Relevant terms and concepts are somewhat identified and defined and the transdisciplinary nature of these is inconsistent or missing.	Relevant terms and concepts are not identified or defined and the transdisciplinary nature of these is missing.

Course Learning Outcome/Assessment Criteria	Excellent (A+ to A)	Proficient (A- to B+)	Satisfactory (B to B-)	Unsatisfactory (F)
	(creating physical representations of ideas/concepts; playing with ideas; synthesis or transferring ideas from different domains and areas of life into new combinations; embodied thinking (e.g., empathy)			
Organisation and flow	Blog post begins with an overall summary and flows seamlessly using section transitions as needed. Blog post is clearly structured and is well organized to support understanding and follow main points and sequence of ideas.	Blog post organization is askew with sections not proceeding in an organized, logical pattern. The reader can periodically follow the main points of the argument or sequence of ideas.	Blog post organization needs significant improvement. Missing transitions lead to blocky sections. Or blog post is written as bullets or other non-prose style. It is difficult for the reader to follow the main points of the argument or sequence of ideas.	Blog post is not organized in a way that the reader can make sense of the author's position or arguments.
Position statement	The author's overall position is clearly stated in the first paragraph.	Position is unclearly stated.	Position is both unclear and confusing.	Blog post does not include a position.
Content	Blog post is thoughtful and original. It demonstrates excellent development of each idea and focuses on	Blog post is somewhat thoughtful and may include some original ideas. Blog post contains	The blog post has some development but lacks sufficient discussion or contains irrelevant details	The blog post needs more details on every level. It lacks relevance and originality and does not

Course Learning Outcome/Assessment Criteria	Excellent (A+ to A)	Proficient (A- to B+)	Satisfactory (B to B-)	Unsatisfactory (F)
	relevant details and a synthesis of pertinent research surrounding core concepts of climate action, resilience and reconciliation.	adequate development of ideas, but will benefit from more research/support and from more intentional, synthesized thought around the core concepts of climate action, resilience and reconciliation.	that do not yet develop a clear sense of purpose. Additional support for relevant ideas is required; as is greater evidence of synthesis of thinking around the core concepts of climate action, resilience and reconciliation.	address the assignment requirements and/or is missing a connection to core concepts of climate action, resilience and reconciliation.
Analysis	Statements are backed by relevant evidence from the literature surrounding core concepts of climate action, resilience and reconciliation. Information is analyzed, discussed, summarized and applied in context, not just stated.	Supporting information is summarized but not synthesized/connected with other perspectives on the core concepts of climate action, resilience and reconciliation. Synthesis is minimal or lacking.	Supportive information is stated and not summarized or backed by supporting evidence from the literature examined on core concepts of climate action, resilience and reconciliation.	Information is stated but lacks relevance and connection to the position statement. Statements are not backed by evidence from the literature examined on core concepts of climate action, resilience and reconciliation.