

Business Information Systems/Business Applications Courses Evaluation Rubric for Personal Student Blogs and Blog-Based Team Learning Modules
 Modified with thanks and permission using a rubric by Dr Bruce Spear (bruce [dot] spear [at] gmail [dot] com)

Criteria	4 points - professional	3 points - proficient	2 points - near-proficient	1 point - perfunctory	Total
1 Content: Author(s)	You distinguish formal education from your interests and arrange both in a meaningful, self-reflective way suggesting depth and motivating to read more. Your interests are clearly related to your blog categories. The story behind your blog is compelling presented and may even include graphics.	You distinguish formal education from your interests and arrange both in a meaningful way. Your interests lead to the blog categories. Presentation is adequate. Attempts at story-telling are noticeable.	It becomes clearer why you write this blog and you distinguish formal education and interests, but interests are a hodge-podge lacking focus and not well related to categories.	● You only provide superficial, if any, information on why you write this blog (other than because you had to) and no background information about yourself and your interests; relation between your author's page and your blog categories remains unclear.	
2 Content: Web Search	You have used a number of strategies to find relevant websites or blogs and commented them. You demonstrate familiarity with your chosen subject online.	You found several relevant websites or blogs in your chosen subject. Links and commentaries are satisfactory.	Your links to other websites or blogs are limited and do not suggest significant engagement. Your commentaries are missing or limited.	Your links to other websites or blogs are of doubtful relevance suggesting a superficial treatment and uncommented: do you really relate to anyone else out there?	
3 Content: Reporting on Others	Your blog entries show evidence of a critical evaluation of sites and other people's contributions, including self-conscious distinctions between description, analysis and evaluation. Your quotations and links are thoughtfully introduced, framed and serve as basis for discussion featuring a critical perspective. You demonstrate your personal growth through reflection.	Your blog entries include self-conscious distinctions between description, analysis, evaluation, but your critical perspectives are limited. Your blog entries include quotations and links, but framing is limited.	Your Blog entries cite others, but merely summarize a limited number of points and without any critical perspective or significant framing.	You do not evaluate or cite other people's contributions or online commentaries, or only to a very limited extent.	

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4 Structure: Blog Site Design and Organization	Your blog design demonstrates a refined, logical arrangement of title, title image, categories, links, blog post titles, blog post images and use of "more". Your readers see an attractive, engaging first page and rightly assume that your blog articles have some depth.	Your blog design demonstrates a clear arrangement of title, title image, categories, links, blog post titles, blog post images and use of "more". Your readers see a legible first page which leads to a basic collection of posts and pages, including meaningful tags.	Your blog design demonstrates a basic, formulaic and sometimes confused arrangement of title image, categories, links, blog post titles, images and use of "more".	Your blog offers a very rough presentation, suggesting amateur work and a perfunctory approach to your subject.	
5 Structure: Blog Entry Organization	Your written text demonstrates a logical arrangement of paragraphs, transitions between paragraphs, and organization of ideas within paragraphs. This logic enhances a reader's understanding of the text's ideas and engages him.	Your written text consist of a generally clear arrangement of paragraphs, transitions and organization of ideas within paragraphs. This logic assists a reader's understanding.	Your written text are coherent, but they are lacking in sophistication because you have not put the time in for editing and clarifying your ideas and your approach.	Your paragraphs are arranged in a confusing way, transitions are formulaic or missing, and ideas within paragraphs are not clearly arranged. Your readers will find it difficult to understand you or develop interest to read on or comment.	
6 Content: Engagement with issues, other perspectives, and self-reflection	Your blog entries address others' perspectives thoughtfully, accurately, and respectfully. You show evidence of reflection and/or self-assessment. You manage to integrate your own and others' ideas in a complex process of judgment and justification.	Your blog entries show that you are beginning to relate multiple and alternative views. Your ideas are investigative and integrated, but in a limited way. You engage challenging ideas tentatively or in ways that overstate the conflict. You may dismiss alternative views hastily.	Your blog entries show your interest in other people's ideas, but there is little evidence of reflection or self-assessment.	Your blog entries deal with a single perspective and fail to discuss alternatives. You limit yourself to obvious or agreeable ideas and avoid challenging ones. You treat other positions superficially or misrepresent them. You don't show evidence of reflection or self-assessment.	
7 Content: Mechanics & Syntax	Your writing contains very few errors of spelling, grammar, paragraphing or manuscript format. You use sophisticated language to articulate complex ideas persuasively.	Your language may contain errors, but these errors do not interfere with overall effectiveness. You employ complex and varied sentence constructions and vocabulary.	You use language competently but your sentence constructions are limited, as is your vocabulary.	Your text contains many errors that garble the meaning or intent. It includes repetitive, incorrect, or ineffective sentence structures and limited vocabulary.	

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8 Content: Credibility & Referencing	All of your sources and media are original, or credentials are included in abbreviated form and in a separate reference section, which is commented. All your non-textual media are referenced and used without infringing copyright. References are positioned purposefully and to increase the learning effect.	All of your sources and media are original, or credentials are included in abbreviated form. Non-textual media are used without copyright infringement.	Your sources and media which are not original are referenced poorly or inhomogeneously. Some non-textual media are used thoughtlessly without thinking of potential copyright infringement.	Your blog leaves one wondering about its sources, or your sources are given but with broken links or generally inaccessible.	
9 Content: Team work	Knowledge transfer between members on the same team working on different subtopics is expressed in overall coherence of results. Whole expresses visibly more than the sum of the parts. Quality homogeneous.	Overall coherence maintained despite different subtopics; homogeneous quality of results across the team. Some knowledge transfer visible through content and structure.	Limited coherence of result and quality somewhat inhomogeneous between different team members. Limited knowledge transfer across team.	No transfer of information across the team noticeable. Result appears incoherent and of inhomogeneous quality.	
10 Content: Work Packages	Every team member has a specific task both relating to content and project; work packages are balanced, well defined and collectively cover the project topic.	Every team member has a specific task both relating to content and project; work packages are balanced and well-defined but do not cover the project topic.	Team member tasks are only partly clear and no roles defined. Different workpackages defined but not balanced in size or importance and do not cover the project topic.	Team members are unclear about their role and their subtask within the team. Work packages not well defined or partially defined and not balanced.	
11 Content: Final Presentation	Thoughtful, creatively staged, well rehearsed review of learning process. Illustrations of individual & team achievement, with detailed examples, interestingly presented.	Clear identification of elements learned and many illustrating examples and exhibition of self-awareness in learning. Staged and rehearsed.	Identification of elements learned with limited thematizing of self-aware learning. Little effort in staging or rehearsing noticeable.	Pro forma noting of assignments completed and presented without self-aware learning or illustrations. No rehearsing or staging noticeable.	

Notes (see also <http://www.birkenkrahe.com/teaching/bisblog/about/grading/>)

Frequency: you are required to submit one (or more, if you feel like it!) blog articles per week. This is an absolute requirement, because the printout of all your (15 or more) blog articles and pages) will constitute your term paper (50% of your overall grade); you still need to add a cover page and a list of references if your blog does not already contain references on the page.

Blog vs. project: your individual blogs will be summarily (i.e. at the end of the term, following your last requested blog posting in week 12) evaluated using criteria 1 through 8 only. Your student project blog pages will be summarily (i.e. at the end of the term, following your final presentation in week 12) evaluated using criteria 1 through 11.

Grade: your final grade is calculated based on the evaluation of your individual blog (50%) and your student project (50%, one grade for the whole team). The following table clarifies how the point evaluation leads to a formal grade:

Individual blog	Grade	Student Project	Grade
32 - 30 points	1.0	44 - 41 points	1.0
29 - 28 points	1.3	40 - 36 points	1.3
27 - 25 points	1.7	35 - 33 points	1.7
24 - 22 points	2.0	32 - 28 points	2.0
21 - 19 points	2.3	27 - 23 points	2.3
18 - 16 points	2.7	22 - 18 points	2.7
15 - 13 points	3.0	17 - 13 points	3.0
12 - 10 points	3.3	12 - 5 points	3.3
9 - 8 points	3.7	< 5 points	3.7
< 8 points	4.0		

Not delivering a term paper or not participating in a student project will lead to a "fail" or a grade of "5.0".