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| **This form is designed for assessing blog posts** |
| **Title of post:** |  |
| **Written by:** |  |
| **Criteria** | **Assessed from 0-5**0 = not met; 1 = low; 5 = fully metn/a = not applicable | **Critical feedback/comments** |
| **Written English** * Is grammar correct? Is punctuation used correctly?
* Spelling (high/medium/low levels of accuracy) are words spelt correctly?
* Knowledge of word meanings (high/medium/low levels of knowledge) are words used correctly?
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| **Content*** Does the post engage with the audience? (high/medium/low levels of engagement))
* Is the post reflective on learning and at what level? (high/medium/low levels of reflectivity)
* Is the post coherent (high/medium/low)? Are there sentences or paragraphs that do not make sense
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| **Structure/format** * Is the post structured? (Does it have a beginning, middle and end?)
* Does it have a title? (Does the title encapsulate the message of the blog post? Does it include 1 or 2 key words?)
* Does it have sub-headings? (Do the sub-headings refer to the content of the section? Do they contain 1 or 2 key words?)
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| **Length:** 500 to 800 words |  |  |
| **Referencing*** Does the draft post indicate where hyperlinks should be inserted?
* Does the draft post show where references will need to be included in the final version?
 |  |  |

**Assessed by: ………………………………………………. Date: ………………………………………**

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| The criteria above have been informed by:* Home (2016) Writing assessment for second language learners’ research paper starter. Available at: <http://www.enotes.com/research-starters/writing-assessment-second-language-learners> (Accessed: 8 September 2016).
* Andy (2013) Assessment criteria. Available at: <http://www.uefap.net/blog/?p=526> (Accessed: 8 September 2016).
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**Please hand this assessment form in to the facilitator at the end of the session.**