



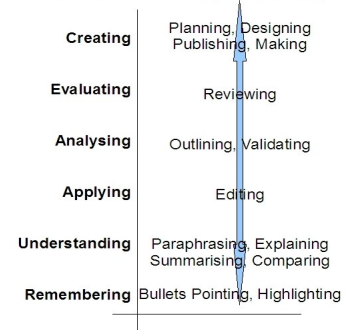
# Bloom's Digital Taxonomy

## Collaborative Editing using an Online Word Processor

**Bloom's Taxonomic Level:** Applying.

**Relevant Key Words:** carrying out, using, uploading, sharing, editing

**Bloom's & Word processing**



### Introduction:

This is a rubric for students collaborating on a shared document using an online word processing tool like Buzzword, Google Documents or Zoho Documents. The two aspects examined here are the technical use of the tool and the collaborative aspect of sharing and co-operation.

Level	Collaborative Editing using an Online Word Processor
<b>1</b>	<p>The student uses some of the tools and features of the product. Their editing lacks care and attention to detail. There are issues with formating and structure of the document. Comments and reviews are random and unrelated to the section or purpose of the document.</p> <p>The student makes a limited contribution. The student makes little attempt to supports and encourages their peers. Comments are often inappropriate or disruptive. The students roles and tasks are unclear or poorly defines, unbalanced or inequitable. The students work independently and do not often monitor these tasks. The students contributions are irregular and show a lack of preparation and planning.</p>
<b>2</b>	<p>The student uses many of the tools and features of the product. Their editing sometimes lacks care and attention to detail. There are issues with formating and structure of the document. Comments and reviews are often random and or unrelated to the section they are attached to.</p> <p>The student makes a contribution. The student attempts to supports and encourages their peers. The student establish roles and tasks, but these are unbalanced or inequitable. The student work independently and do not often monitor these tasks. The students contributions are irregular and or show a lack of preparation and planning.</p>
<b>3</b>	<p>The student makes appropriate use of most of the tools and features of the product. Their editing shows some care. Comments and reviews are structured and generally relate to the section of the document.</p> <p>The student makes an equitable contribution. The student supports and encourages their peers using appropriate comments. The student establishes the purpose of the document, their roles and tasks, these are mostly equitable. The students monitor these tasks in an appropriate manner. The student completes their own tasks and encourages other students in completing their tasks. The students contributions are regular and show some preparation and planning.</p>
<b>4</b>	<p>The student makes full and appropriate use of the tools and features of the product. Their editing shows attention to detail and care. Comments and reviews are appropriately structured and relate specifically to the section of the document.</p> <p>The student makes an equitable contribution. The student supports and encourages their peers using appropriate and supportive comments. The students clearly and fairly establish the purpose of the document, their roles and tasks. The students monitor these tasks in an appropriate and supportive manner. The student actions their own tasks and supports other students in completing their task. The students contributions are regular and show preparation and planning.</p>