Bloom's Digital Taxonomy

Wiki Editing Rubric

Bloom's Taxonomic Level: **Understanding – Content authoring**
                                    Applying – Wiki editing

Relevant Key Words - Understanding: Interpreting, Summarising, inferring, comparing, explaining, exemplifying, blog journalling, commenting
Relevant Key Words – Applying: Implementing, carrying out, using, executing, operating, uploading, sharing, editing

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Introduction:

This is a rubric for the Wiki editing. This is examining the process of showing understanding by developing content via paraphrasing and authoring material on a related topic in a wiki environment. The Authoring component shows application as the student edits the wiki to a suitable standard, making use of the features of the wiki tool and basic principles of design – consistency, repetition, flow, readability.

	Wiki Authoring (Applying)	Content (Understanding)
1	Poor spelling and grammatical errors. Text entered with no enhancements. Lacks structure or flow.	Simple page which lacks insight, depth or is superficial. Entry is short and frequently irrelevant to the topic. Most sections are of content are cut and paste or show superficial rewriting. Language used is not representative of the students language. Shows little understanding.
2	Some spelling and grammatical errors. Text entered with limited enhancements. Simple text enhancements are used. The wiki pages has limited structure or flow. The page may contain links or images. Student has a mostly consistent approach to design	Simple page which shows some depth or level of understanding. Entry are short and for the most part relevant to the topic. Some sections of content are cut and paste or show superficial rewriting. The page shows some understanding. The page attempts to address the learning objectives. Information sources are mentioned.
3	Few spelling and grammatical errors. Text is enhanced. The text has structure and the entry flows. Content is arranged in a logical order. The entry contains a appropriate links, files or images. Headings are added using the heading styles. Student has a consistent approach to design	The page shows the student has read and understood the page the page is rewritten by the student. The content has relevant links or images and the links or images may be refered to. The page address the learning objectives. Information sources are acknowledge.
4	Spelling and grammatical errors are rare. The wiki page has structure and is formatted and enhanced to increase readability. Contains a appropriate links, files or images. Image sources are acknowledged and include captions. Images and links are referred to within the text. Headings are added using the heading styles. Wiki features like embedding media, horizontal rules and a table of content are included. Student has a consistent appropriate approach to design and layout.	The page show insight, depth and understanding. The content, links, files, media and images are relevant and connected to the topic. The content is obviously written by the student and the student has shown a good depth of understanding and knowledge. The page clearly address the learning objectives. Information sources are acknowledge in a suitable format.