## GRADING CRITERA FOR INDIVIDUAL BLOG POSTS

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| **Content** | Clear, comprehensible message. Information is thought and detailed. Consistent personal input and opinion. Original. | Comprehensible message. All appropriate information is conveyed. There are personal input and some originality. The ideas and/or information are relevant to the task. | Generally comprehensible message; most basic information is conveyed but remains simple. Limited personal input or opinion. The ideas and/or information are most of the times relevant to the task. | Message is often incomprehensible. There may be frequent omissions and/or repetition in the information. Hardly any personal input or opinion. The ideas and/or information are irrelevant to the task. |
| **Structure** | Organized around a central point/argument/story with concise, even striking, formulations, in a clear, easy to read style.  The format brings new perspectives to the task. | Organized, well-edited, and thoughtfully composed. The structure is generally logical and the text is organized. The format corresponds to the task. | The structure is simple and there is some organization. The format generally or partially corresponds to the task. | The structure and organization is incoherent. The format does not correspond to the task. |
| **Connection** | Frequently draws course material into connection with issues of the day by integrating references to Italian blogs, websites, articles, etc.  Register and tone entice audience to continue reading. | Often establishes connections to Internet and other Italian sources of contemporary culture, news, and politics. Register and tone target a specific audience and inform the reader. | Establishes few connections to other Italian blogs, websites, articles, etc.  Tone and register are inconsistent, meaning that the intended audience unclear to the reader. | Establishes no connections to other Italian blogs, websites, articles, etc.  Inappropriate or highly inconsistent tone and register confuse the audience and in extreme cases alienate readers. |
| **Language** | Both simple and more complex grammatical structures are used accurately. The use and choice of vocabulary and idiom are varied and generally accurate. The register is appropriate and the student demonstrates an ability to manipulate the language. Spelling does not impede intelligibility. | The use of simple grammatical structures is correct. Some varied structures have been used but some errors remain. The use and choice of vocabulary and idiom are generally accurate. Spelling rarely impedes intelligibility. | The use of simple grammatical structures is at times correct and at times incorrect. The use of varied structures has not been attempted. The vocabulary and idiom are simple with some error in choice or usage. At times spelling impedes intelligibility. | There are many errors in the use of simple grammatical structures. Almost all sentences contain mistakes. The vocabulary and idiom are mostly inadequate. Spelling impedes intelligibility. |

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Commenti dell'insegnante: