

DS1 Guide for Tutors

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Information provided to the students

Portfolio Part 1: DS1: My Digital Life (20%)

Due: Week 4

What you do:

- Show how you use digital tools in your daily life.
- Add screenshots or photos.
- Write a short paragraph (300-400 words) about:
 - What digital tools you use
 - What you feel good at

- What you want to improve
- Why this is important

- You will use the provided template.

Information on Moodle:



DS1 Assessment My Digital Life: Assessment Information and Help

This interactive book is the DS1 Supporting materials. Here you will find information about the assessment, what you need to do, how the marking is done, and how to submit your work.

It is also your homework for Week 2 :)



DS1 Templates and Marking Criteria

Here you will find the downloadable template for DS1, as well as a pdf copy of the marking criteria. Remember that the full information, explanation and supporting materials are available in: DS1 Assessment My Digital Life: Assessment Information and Help

Marking Criteria DS1

Marking Criterion	FAIL 0-29%	MARGINAL FAIL 30-39%	SATISFACTORY (PASS) 40-49%	GOOD (2:2) 50-59%	VERY GOOD (2:1) 60-69%	EXCELLENT (1ST) 70-84%	EXCEPTIONAL (1ST) 85-100%
Engagement with literature skills	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Knowledge and Understanding	Very brief or unclear description of tools. Missing key information. Shows little understanding of strengths or weaknesses.	Mentions some tools but in a confused or incomplete way. Weak understanding of what the tools do. Little sense of personal skill level.	Clear description of some tools used. Basic understanding of strengths and areas to improve. Limited detail but accurate.	Explains tools with some detail. Connects tools to study or work. Demonstrates growing awareness of digital habits.	Clear, specific examples of tool use. Explains why the tools matter for study and basic business tasks. Shows confident	Detailed and thoughtful explanation of tools with clear examples. Shows strong understanding of how digital skills support workplace efficiency.	Highly clear, insightful explanation. Shows deep understanding of how digital skills link across study, work, and personal development. Demonstrates

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					understanding of personal digital needs.		es strong self awareness.
Cognitive and intellectual skills	Almost no reflection. Mostly listing with no explanation. No reasoning.	Very limited reflection. Explanations unclear or inconsistent. Weak justification of strengths/weaknesses.	Gives simple reasons. Basic reflection. Logical but limited.	Reflects on why habits work or do not work. Shows developing awareness. Identifies realistic goals.	Clear comparisons and explanations. Shows problem solving. Reflection is thoughtful.	Strong reflection with clear insights. Explains challenges and solutions. Logical, coherent reasoning.	Deep, mature reflection. Clear evaluation of habits, decisions, and growth. Highly coherent reasoning showing strong personal insight

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Practical Skills	No screenshots or screenshots unrelated to the text. Little to no evidence of real tool use.	Few screenshots; unclear or low quality evidence. Does not clearly match the written reflection.	Screenshots/photos included and relevant. Shows basic competence.	Clear screenshots. Shows simple organisation. Evidence supports the reflection.	Screenshots strongly support the narrative. Shows a range of digital actions.	Screenshots show confident, tidy, organised digital practices. Professional looking structure of apps/folders.	Screenshots show exemplary digital habits. Clear, highly organised digital systems. Evidence looks polished and intentional.
Transferable Skills for life and professional practice	Very unclear writing. Hard to follow. Disorganised. Template	Writing is confusing in places. Structure is weak. Several errors. Poor template use.	Clear enough to understand. Template completed. Basic structure. Some small errors.	Clear writing with logical order. Good paragraphing. Mostly accurate	Very clear and well structured. Professional tone suitable for business.	Fluent, confident writing. Strong organisation. Very clear communication.	Highly polished, professional writing. Exceptionally clear structure and flow.

Marking Criterion	FAIL 0-29%	MARGINAL FAIL 30-39%	SATISFACTORY (PASS) 40-49%	GOOD (2:2) 50-59%	VERY GOOD (2:1) 60- 69%	EXCELLENT (1ST) 70-84%	EXCEPTION AL (1ST) 85- 100%
	not followed.			spelling and grammar.	Easy to follow.		Outstanding organisation .

Example of a c35

Student Work

What digital tools I use:

I use my phone a lot. I check messages and sometimes use email. I also use Moodle but I sometimes forget where things are. I look at Teams but not much. I sometimes save files on my phone or laptop but I don't really know where they go. I also use the internet to search for things.

What I am good at:

I think I am good at texting people quickly. I can open Moodle and I can read announcements. I can find some files if I look for them. I know how to use WhatsApp and Instagram.

What I want to improve:

I want to be better at using Moodle and Teams and saving files. I don't know how to make folders well. I also want to get better at doing work online because it is confusing. I also want to use email better and send attachments.

Why this is important:

It is important because I need to do my work for university. It will also help me later in work. Digital skills are important today.

Screenshots included:

- a phone home screen with many unrelated apps
- a Moodle page, but no explanation of what the screenshot shows

Overview of the submission

Criterion 1 Knowledge & Understanding

Score: Marginal Fail (30–39%)

- Student mentions some digital tools but in a **very basic, unclear** way.
- No detail about what the tools actually do (e.g., Moodle features, email functions).
- No explanation of how these tools help with study or business tasks.
→ **Why it's not a Pass:** Understanding is weak and descriptions are too general.

Criterion 2 Cognitive & Intellectual Skills

Score: Marginal Fail (30–39%)

- Very little reflection.
- No real explanation of *why* something is hard or *how* it will be improved.
- Statements are vague (“it is confusing”).
- No reasoning, no comparison, no analysis.
→ **Why it’s not a Pass:** The student describes but does not “think about” the tools.

Criterion 3 Practical Skills

Score: Marginal Fail (30–39%)

- Screenshots exist but do **not support the writing**.
- No link between screenshots and reflection (“Here is my inbox... this shows my strengths”).
- Screenshots do not show meaningful digital actions.
→ **Why it’s not a Pass:** Evidence is present but weak, unclear, and not connected.

Criterion 4 Transferable Skills (Organisation, Communication, Structure)

Score: Marginal Fail (30–39%)

- Writing is very simple and sometimes unclear.
- Poor structure: no headings from the template, ideas not grouped well.
- Reflection feels incomplete and underdeveloped.
→ **Why it’s not a Pass:** Work is understandable but not clearly or professionally presented.

Summary: Why this DS1 earns 35%

- The student has **attempted** all parts but in a weak, unclear way.
- Reflection is **surface-level** with little explanation.
- Screenshots are present but not useful.
- Writing and structure are **below Level 4 standard**.
- There is not enough detail or reasoning to meet “Pass” descriptors.

35% = Marginal Fail because:

- It shows **some engagement**, but not enough clarity, reflection, or evidence to meet the 40% threshold.

Example of a c45

Student work

My Digital Life

What digital tools I use

I use several digital tools in my daily life. I use Outlook to read university emails and to check important messages. I also use Moodle to find my weekly activities and to download reading files. On my phone, I use WhatsApp to talk to classmates and to plan group work. I also use Google Maps when travelling to campus.

For storing files, I have started using OneDrive, but I am still learning how it works. My laptop has many downloads, and sometimes I cannot find the right file quickly.

What I am good at

I feel confident using WhatsApp, Google, and basic phone apps. I can open Moodle easily and find announcements. I am also good at checking my Outlook inbox every day. This helps me stay up to date with teaching information.

I can download files and open them, and I can take screenshots when I need to show something.

What I want to improve

I want to improve my file organisation. Right now, my files are in different places and not clearly named. I want to make simple folders for each module, so I can find things faster. I also want to get better at using Teams, because I sometimes miss messages or meetings.

I also want to learn more about using OneDrive so I can save my work safely and access it on different devices.

Why this is important

These digital skills help me with my studies because I need to find files quickly and join online sessions on time. In business, people need to stay organised and communicate clearly. If I improve my file system and learn Teams better, I will be more prepared for future work.

Screenshots included

- Screenshot of my Outlook inbox
- Screenshot of my Moodle page
- Screenshot of my folder on my laptop (messy)

Overview of the submission

1. Knowledge & Understanding PASS (40–49%)

Why it passes:

- Student names several digital tools clearly (Outlook, Moodle, WhatsApp, OneDrive).
- Shows simple but correct understanding of what each tool does.
- Gives a basic sense of strengths and weaknesses.

Why not higher:

- Explanations are brief.
- Limited detail about how tools link directly to study or business tasks.

2. Cognitive & Intellectual Skills PASS (40–49%)

Why it passes:

- Student explains *why* improvements are needed (“files in different places”, “miss messages”).
- Some reflection is present.
- Shows small awareness of personal habits.

Why not higher:

- No deeper reasoning (e.g., comparisons, problem solving).
- Reflection is surface level.

3. Practical Skills PASS (40–49%)

Why it passes:

- Screenshots are included.

- Screenshots match the discussion (Outlook, Moodle, folder).
- Evidence shows basic but real digital activity.

Why not higher:

- Screenshots are simple and show no strong skills.
- No demonstration of improved organisation.

4. Transferable Skills PASS (40–49%)

Why it passes:

- Writing is understandable and mostly well structured.
- Uses headings and short sections.
- Follows the DS1 template.

Why not higher:

- Writing is functional, not polished.
- Limited depth and business-style clarity.

Summary: Why this is a Pass (40–49%)

- Meets task requirements (tools + strengths + improvements + why).
- Includes screenshots.
- Writing is clear enough to follow.
- Shows basic reflection but lacks depth.

This is a solid Pass, but not yet Good or Very Good.

Example of a c65

Student work

My Digital Life

What digital tools I use

I use a mix of digital tools on my laptop and phone. For university, I use Outlook every day to check messages from my tutors and to keep track of important information. I also use Moodle to download readings, check weekly tasks, and submit work. For communication, I use Teams, and I have started using it more to join online meetings and message classmates.

For file storage, I now use OneDrive so I can keep my work safe and open it on different devices. I also use the Windows File Explorer to organise documents. On my phone, I use Google Calendar for reminders, which helps me plan study time around my shifts at work.

What I am good at

I am confident using Outlook, especially checking emails, creating folders, and using the search bar. I am also good at finding activities in Moodle because I always click “Upcoming Events” first. I have improved at using Teams for video calls and keeping track of messages.

I am also quite good at using File Explorer to open and rename files. I now understand why clear file names matter, and I try to use short, simple names like “DS1 Reflection Draft” instead of “new file 3”.

What I want to improve

I want to get better at file organisation. Even though I now rename files, my folders could be clearer. I sometimes save work quickly without thinking, and later I cannot remember where I put it. I want to create one main folder for each module and use subfolders for readings, drafts, and feedback.

I also want to improve my digital confidence when trying new tools. Sometimes I avoid exploring features because I am worried about making mistakes. I would like to learn more about OneDrive sharing and Teams notifications, so I don’t miss group messages.

Why this is important

Good digital skills help me with university tasks, like finding files quickly and joining online sessions on time. These skills are also important in business. Many workplaces use shared drives, digital calendars, and communication platforms. If I can organise my

files better and feel more confident with new tools, I will be more prepared for office work or customer service roles where digital communication is essential.

Screenshots included

Outlook inbox showing organised folders

Moodle “Upcoming Events” section

OneDrive folder with renamed files

Overview of the submission

Criterion 1 Knowledge & Understanding → VERY GOOD (2:1)

Why it fits 60–69%:

- Student clearly explains what multiple tools do (Outlook, Moodle, Teams, OneDrive, File Explorer).
- Shows good understanding of *why* each tool matters for study and business.
- Provides **specific and accurate** examples of use (e.g., “Outlook folders”, “Upcoming Events”).

Why not Excellent:

- Some explanations could be deeper (e.g., more examples of Teams features).

Criterion 2 Cognitive & Intellectual Skills → VERY GOOD (2:1)

Why it fits 60–69%:

- Student reflects thoughtfully: identifies problems, reasons, and solutions.
- Gives clear comparisons (“rename files” vs. old habits).
- Shows developing problem-solving and confidence-building.
- Reflection is logical, detailed, and grounded in real experience.

Why not Excellent:

- Reflection is strong but not deeply analytical or highly insightful.

Criterion 3 Practical Skills → VERY GOOD (2:1)

Why it fits 60–69%:

- Screenshots are relevant and support the writing.
- Shows a range of digital actions: using folders, renaming files, checking Moodle, using calendars.
- Demonstrates organised behaviour (even if still improving).

Why not Excellent:

- Screenshots show competence, but not fully polished or advanced digital organisation.

Criterion 4 Transferable Skills → VERY GOOD (2:1)

Why it fits 60–69%:

- Writing is clear, well-structured, and easy to follow.
- Uses headings and short paragraphs.
- Tone is appropriate for study and business.
- Shows strong communication skills.

Why not Excellent:

- Very good clarity, but lacks the polish of high distinction work.

Overall: Why This Is Very Good (65%)

- Strong explanations with real examples
- Good reflection and awareness of improvement
- Relevant screenshots that support the narrative
- Clear, confident written communication
- Some room to grow before reaching “Excellent” or “Exceptional”

Marking Practicalities

1. Marking with rubric

!!!! Do not try to change the rubric for this assignment!!!!

Do not write on the TIN rubric; you are only supposed to click on the right band for each criterion.



When you open a student assignment, you will see on the right-hand side of the TIN screen, three BLUE buttons.



The TICK, which is the Quickmarks for quick feedback on the text of the assignment.

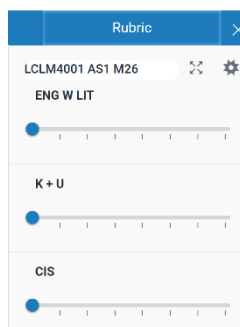


The WRITING PAD, which is the Feedback Summary, and where you should write any overall comments.



The LITTLE SQUARES, which is the Rubric.

Open the Rubric. It will look like this:



You can make it bigger and easier to work with, by clicking the FULL SCREEN button:



And you will now be able to see the full rubric:

Expanded View - School - Microsoft Edge
 https://ev.turnitinuk.com/app/expanded_rubric/en_us/?lang=en_us&cv=1&aid=22562246&cid=8092646&u=10155893&hash=13BhcGvYlZl4NDQ1MDlwMS9yZWfklzE0ODU3Mjc1OQ==&&is/son=false&iptcid... A

LCLM4001 AS1 M26 Errietta Bissa | Grading Template

Criteria	Scales				
	FAIL 0-29%	MARGINAL FAIL 30-39	SATISFACTORY 40-49	GOOD (2:2) 50-59	VERY GOOD (2:2)
ENG W LIT Engagement with literature skills	NOT APPLICABLE	NOT APPLICABLE	NOT APPLICABLE	NOT APPLICABLE	NOT APPLICABLE
K + U Knowledge and Understanding	Shows little or no understanding of the text.	Very weak understanding; ideas unclear or incorrect.	Shows basic understanding of the main idea but limited detail is provided.	Shows clear understanding of the text with some accurate points. All questions are answered.	Very good understanding points and explanation
CIS Cognitive and intellectual skills	No interpretation. No evidence identified.	Very limited interpretation. Many mistakes.	Basic interpretation of main idea; limited evidence from the given text.	Clear interpretation with some accurate evidence from the given text.	Very good interpretat reasons.
PS Practical Skills	Does not use taught reading methods. Notes unclear or missing.	Weak use of reading skills; notes very limited.	Basic notes but some gaps.	Good use of reading skills; notes mostly clear.	Very good notes show application of skills.

This qualitative rubric will not result in a score. However, it is a valuable feedback mechanism for students and writers.

[Close](#)

When you have marked the work, all you need to do is click on the appropriate band for each marking criterion for the student. It will look like this after you have clicked on something, i.e. your choices will be in blue:

Expanded View - School - Microsoft Edge
 https://ev.turnitinuk.com/app/expanded_rubric/en_us/?lang=en_us&cv=1&aid=22562246&cid=8092646&u=10155893&hash=13BhcGvYlZl4NDQ1MDlwMS9yZWfklzE0ODU3Mjc1OQ==&&is/son=false&iptcid... A

LCLM4001 AS1 M26 Errietta Bissa | Grading Template

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This qualitative rubric will not result in a score. However, it is a valuable feedback mechanism for students and writers.

[Close](#)

When you close the window, it will save your choices for this particular student.

2. Written Feedback

- Actionable feedforward
- Use feedback sandwich
- Do not cover generic elements; the students get that from the rubric.