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| Student Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| CATEGORY | **4** | **3** | **2** | **1** |
| **Contributions of Group Members** | Each person in the group has contributed at least two articles and one graphic without prompting from teachers or peers. | Each person in the group has contributed at least one article and one graphic with a few reminders from peers. | Each person in the group has contributed at least one article with some minimal assistance from peers. | One or more students in the group required quite a lot of assistance from peers before contributing one article. |
| **Layout - Headlines & Captions** | All articles have headlines that capture the reader\'s attention and accurately describe the content. All articles have a byline. All graphics have captions that adequately describe the people and action in the graphic. | All articles have headlines that accurately describe the content. All articles have a byline. All graphics have captions. | Most articles have headlines that accurately describe the content. All articles have a byline. Most graphics have captions. | Articles are missing bylines OR many articles do not have adequate headlines OR many graphics do not have captions. |
| **Knowledge Gained** | All students in the group can accurately answer all questions related to a) stories in the newspaper and b) technical processes used to create the newspaper. | All students in the group can accurately answer most questions related to a) stories in the newspaper and b) technical processes used to create the newspaper. | Most students in the group can accurately answer most questions related to a) stories in the newspaper and b) technical processes used to create the newspaper. | Several students in the group appear to have little knowledge about the facts and the technical processes used for the newspaper. |
| **Articles - Purpose** | 90-100% of the articles establish a clear purpose in the lead paragraph and demonstrate a clear understanding of the topic. | 85-89% of the articles establish a clear purpose in the lead paragraph and demonstrate a clear understanding of the topic. | 75-84% of the articles establish a clear purpose in the lead paragraph and demonstrate a clear understanding of the topic. | Less than 75% of the articles establish a clear purpose in the lead paragraph and demonstrate a clear understanding of the topic. |
| **Articles - Supporting Details** | The details in the articles are clear, effective, and vivid 80-100% of the time. | The details in the articles are clear and pertinent 90-100% of the time. | The details in the articles are clear and pertinent 75-89% of the time. | The details in more than 25% of the articles are neither clear nor pertinent. |
| **Graphics** | Graphics are in focus, are well-cropped and are clearly related to the articles they accompany. | Graphics are in focus and are clearly related to the articles they accompany. | 80-100% of the graphics are clearly related to the articles they accompany. | More than 20% of the graphics are not clearly related to the articles OR no graphics were used. |
| **Who, What, When, Where & How** | All articles adequately address the 5 W\'s (who, what, when, where and how). | 90-99% of the articles adequately address the 5 W\'s (who, what, when, where and how). | 75-89% of the articles adequately address the 5 W\'s (who, what, when, where and how). | Less than 75% of the articles adequately address the 5 W\'s (who, what, when, where, and how). |
| **Requirements** | All of the required content was present. | Almost all the required content was present. | At least 75% of the required content was present. | Less than 75% of the required content was present. |
| **Articles - Interest** | The articles contain facts, figures, and/or word choices that make the articles exceptionally interesting to readers. | The articles contain facts, figures, and/or word choices that make the articles interesting to readers. | The article contains some facts or figures but is marginally interesting to read. | The article does not contain facts or figures that might make it interesting to read. |