

Name \_\_\_\_\_ Period \_\_\_\_\_ Date \_\_\_\_\_

### Rubric for Newspaper Article

| Task Description: Student will individually create a newspaper article on how to how to build positive friendships. |        |   |   |  |  |
|---|--------|---|---|--|--|
| Criteria  | weight | 4 - Professional  | 3 - Proficient  | 2 - Developing   | 1 - Incomplete   |
| <b>Choice of article format</b>   | _25_%  | <input type="checkbox"/> Appropriate<br><input type="checkbox"/> Focused<br><input type="checkbox"/> Innovative<br><input type="checkbox"/> Relevant<br><input type="checkbox"/> Purposeful | <input type="checkbox"/> Generally appropriate<br><input type="checkbox"/> Evidence of some focus<br><input type="checkbox"/> Moderate creativity<br><input type="checkbox"/> Expresses some relevance<br><input type="checkbox"/> Adequate purpose shown | <input type="checkbox"/> Somewhat appropriate<br><input type="checkbox"/> Evidence of minimal focus<br><input type="checkbox"/> Limited creativity<br><input type="checkbox"/> Difficulty in identifying relevance<br><input type="checkbox"/> Includes evidence of some purpose | <input type="checkbox"/> Inappropriate<br><input type="checkbox"/> Lacks focus<br><input type="checkbox"/> Lacks innovation<br><input type="checkbox"/> Lacks relevance<br><input type="checkbox"/> Purpose unclear            |
| <b>Use of Planning Process</b>  | _25_%  | <input type="checkbox"/> Well planned<br><input type="checkbox"/> Willingness to take risks   | <input type="checkbox"/> Attempts well developed ideas that lead to a general understanding<br><input type="checkbox"/> Willingness to take slight risks  | <input type="checkbox"/> Limited explanation of ideas creates misunderstanding of project<br><input type="checkbox"/> Minimal evidence of risk taking  | <input type="checkbox"/> Lacks thoroughness<br><input type="checkbox"/> Little evidence of willingness to take risk<br><input type="checkbox"/> No evidence of risk taking   |
| <b>Written Summary</b>  | _25_%  | <input type="checkbox"/> Concise<br><input type="checkbox"/> Depth of thought; thorough and specific development of ideas<br><input type="checkbox"/> Writer exhibits mastery of grammar    | <input type="checkbox"/> Generally concise<br><input type="checkbox"/> Ideas are thoughtful with moderate evidence of topic development<br><input type="checkbox"/> Writer exhibits moderate command of grammar   | <input type="checkbox"/> Some segments ramble<br><input type="checkbox"/> Omits information that creates gaps in the information<br><input type="checkbox"/> Errors in grammar   | <input type="checkbox"/> Rambles to the extent that main point is lost<br><input type="checkbox"/> Omits information that creates lack of understanding<br><input type="checkbox"/> Limited evidence of correct use of grammar |
| <b>Oral Presentation</b>  | _25_%  | <input type="checkbox"/> Polished<br><input type="checkbox"/> Engaging  | <input type="checkbox"/> Well designed<br><input type="checkbox"/> Informative  | <input type="checkbox"/> Reasonably neat<br><input type="checkbox"/> Somewhat maintains audience attention   | <input type="checkbox"/> Sloppy<br><input type="checkbox"/> Poorly presented   |

Assignment Score \_\_\_\_\_ + Beyond/Bonus \_\_\_\_\_ = Final Score \_\_\_\_\_