Fictional Mini-Newspaper Rubric

**1**. Please **check to make sure** that your article meets all the expectations listed below:

* Length is 3- 5 paragraphs made up of complete sentences
* Topic is related to the novel, newsworthy and appropriate and includes an adequate headline
* Article is edited for basic conventions such as capitalization, spelling, quotation marks and ending punctuation.

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|  | **4-Outstanding** | **3-Satisfactory** | **2-Needs Practice** | **1-Unscoreable** |
| **Planning and Providing Evidence of Thinking While Reading** | The student has provided abundant evidence of planning prior to completing their project. They have shown consideration in ways to make their newspapers most valuable and they have connected their articles directly with the text. | The student has provided some evidence of planning using the organizers that have been provided using the text only.  | The student has provided little evidence of planning using the organizers provided or connecting their articles directly with the text. | The student has provided no evidence of planning or connecting the articles to the text. **Writing Process** |
| **Writing Process** | The drafts, revisions, and edits demonstrate that the student has made thoughtful changes using lessons from class. The author has also revised using new techniques including multiple points-of-view. | The drafts, revisions and edits demonstrate that the author has spent time making thoughtful changes using from class. | The author has made some thoughtful revisions and edits using lessons from class. Not all revisions seem purposeful; or there may be few revisions. | There is no evidence. The final draft may be the only draft included. |
| **Ideas /****Focus** | The journalist has chosen an appropriate, newsworthy topics to cover in the articles. The journalist has stayed focused throughout the article and has not included un-related ideas or information. The ideas in the article are fully developed and explained and their connection to the text is clear. | The journalist has made an effort to stay focused, but s/he has included unrelated ideas or information in the article. The journalist has explained his or her ideas clearly. | The article presents a belief or idea, but it also includes other ideas that make the story confusing to the reader. The journalist may have included unrelated ideas or details. It may be unclear why the topic is newsworthy or how it is related to the text. | It is unclear which idea guides the article. There may be writing that doesn’t seem to have a purpose behind it. The article may be difficult to understand and is confusing.**Published Piece** |
| **Style** | The author has used a sophisticated journalistic tone and voice. S/he has chosen and included many interesting words and has written the article in a way that makes it interesting and engaging to read. The article headlines are clear and grab the reader’s attention. The author has shown an understanding of the various styles of writing that may be found within a newspaper. | The author has used a consistent journalistic tone and voice. S/he has chosen some interesting words and has written the article in a way that makes it easy and interesting to read. The article’s title is clear and well chosen. | The author has made an attempt to use a journalistic tone, but may do so inconsistently. S/he has chosen mostly ordinary words. The article may be hard to read in spots. More work is needed to make the article flow. The article headlines may not be clear or seem connected to the main idea. | The article lacks a journalistic tone. It may sound like a narrative or a story or it may be written in a way that is confusing and unclear.  |
| **Elaboration/****Quotations** | The article includes appropriate information and facts and/or quotations to support the article’s main idea. Examples, information and quotations are included in sophisticated ways.  | The article includes some examples and/or quotations that support the article’s main idea. | The article contains few relevant examples or quotations. Some sections may seem unimportant or repetitive.  | The article lacks elaboration: ideas, images, or seems vague due to a lack of supporting details.  |
| **Mechanics** | The final draft shows evidence of thorough and thoughtful editing. In addition to editing rules we have discussed in class, the author has found other errors to correct. | The final draft shows strong evidence of editing. The piece does not contain errors that were addressed in class. | There is some evidence of editing. There are some places where words are missing or phrasing is awkward. Some mistakes addressed in class lessons remain. | There is little evidence of the editing process. The final draft may be the only draft included or the final draft may not show evidence of any editing strategies from class.  |

**2. Using red or blue pen,** please self-assess your article before you hand it in:

Additional comments: