

ReadBox Project

Newspaper Front Page Rubric

| | | | | | |
|--|---|--|--|---|--|
| Name: _____ Class: _____ Date: _____ | | | | | Your score/ Mark _____ |
| Your name (first and last), title, author, publisher, cover of the book, a masthead, date, newspaper banner | | | | | _____/5_____ |
| The Lead Story & Editorial & Extra assignment (obituary, 2 classified advertisements, word search etc.) Critical thinking, Content, Organisation & Neatness | <p>The two newsarticles (including headlines + by (name author)) consist of at least 300 words.</p> <p>The written work contains the following elements: an engaging lede (The reader is pulled into the newstory), a middle part and conclusion. The newsarticles are easy to understand and events follow in a logical sequence. Appropriate transitions are used to connect the paragraphs.</p> | <p>The two newspaper articles (including headlines + by (name author)) consist of between 250-300 words.</p> <p>The written work contains the following elements: a strong lede (grabs the reader’s attention and wants to continue reading), middle part and conclusion, pretty well-developed and pretty well-organised and easy to understand. It may contain a few confusing parts but the overall storyline is clear. Events follow logically and make sense, because of the transitions used to connect the paragraphs.</p> | <p>The two newspaper articles (including headlines + by (name author)) consist of between 200-250 words.</p> <p>The written work contains three of the following elements: a fitting lede (The beginning did not grab the reader’s attention), a middle part and conclusion. The written work is hard to read and understand. It does not flow and does not make sense.</p> | <p>The two newspaper articles (including headlines + by (name author)) consist of less than 200 words.</p> <p>The written work contains only one or two of the following elements: a fitting lede, middle part and conclusion. The written work demonstrates lack of coherence; The reader cannot follow or understand the story; ideas and scenes seem to be randomly arranged.</p> | |

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| | Exceeded expectations | Met most expectations | Met some Expectations | Did not meet expectations | Score |
|--|--|--|--|--|--|
| | 15-12 pts | 11-8 pts | 7-4 pts | 3-0 pts | |
| The Lead Story & Editorial & Extra assignment (obituary, 2 classified advertisements, word search etc.) Critical thinking, Content, Organisation & Neatness | <p>The newspaper articles are clearly related to the book and allows the reader to learn much more about it. A lot of accurate facts/ interesting details are included (characters, events, setting etc.) The student has clearly utilised the book to gather information.</p> | <p>Most of the two news articles is related to the book. Some elements seem to be out of place. Still, it allows the reader to learn something about it. Quite a lot of interesting details are included (characters, events, setting etc.) The student has utilised the book to gather information.</p> | <p>Some elements of the two newspaper articles are related to the book, but the reader does not learn much about it. The student has hardly utilised the book to gather information. At least five accurate facts/ interesting details based on the book are included (characters, events, setting etc.)</p> | <p>The written work contains several factual errors based on the book). The student has not utilised the text to gather information. Little or no attempt has been made to relate the two newspaper articles to the book. Few / hardly any interesting details are included (characters, events, setting etc.)</p> | <p>The lead story:</p> <p>____/15__</p> |
| | <p>The written work is readable, neat, clean and attractive. Superior effort is shown; the student took great pride in it.</p> | <p>The written work is readable, neat, clean and attractive. Good effort is shown; it looks like the student took some pride in it.</p> | <p>The written work is readable, and some parts are attractive. Some effort is shown; it looks like the story has been written in a hurry.</p> | <p>The written work is not presented in a neat or attractive way. The story begins abruptly or seems out of place.</p> | <p>Editorial:</p> <p>____/15__</p> |
| | | | | | <p>It looks like the student just wanted to get it over and done with.</p> |

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| | 15-12 pts | 11-8 pts | 7-4 pts | 3-0 pts | |
| Grammar & Mechanics (CUPS) | The student makes few, if any, errors in grammar, punctuation or spelling. He/ She uses complex and complete sentences. The sentence structure is excellent. | The student makes a couple of errors in grammar, punctuation or spelling that distract the reader, but the errors hardly interfere in the understanding. He/ She uses complete sentences. The sentence structure is good. | The student makes some errors in grammar, punctuation or spelling that distract the reader, but may interfere with the understanding the written text. Not all of the sentences used are full sentences. The sentence structure is okay. | The student makes a lot of serious errors in grammar, punctuation or spelling, that distract the reader from the understanding the written text. Most of the sentences used are incomplete sentences. The sentence structure is not always correct (incorrect word order). | ____/15__ |
| Vocabulary and language choice | <p>The language is appropriate; the student uses fresh word choice and tone to enhance the meaning.</p> <p>The sentences and paragraphs are complete and well-constructed. There is plenty of variety in sentence length, structure and style. The sentences flow logically together.</p> <p>The written work makes sense ; the message is clear and easy to understand.</p> | <p>The use of language feels right; the student uses interesting and fresh/ powerful/ exciting words and tone.</p> <p>Most sentences and paragraphs are complete and well-constructed. There is variety in sentence length, structure and style. Most of the sentences flow logically together.</p> <p>The written work makes sense; the message is fairly understandable. One element may be out of place.</p> | <p>The use of language is sometimes inappropriate or poor; the student uses clichés and unoriginal words/ expressions. The student does not always communicate his/ her thoughts clearly.</p> <p>The sentences and paragraphs are complete , but short in length, often poorly constructed. There is lack of variety in sentence length, structure and style. Some of the sentences flow logically together.</p> <p>The written work is hard to follow and somewhat confusing.</p> | <p>The use of language is inappropriate; words are unnecessarily repeated or of poor choice; the student has limited vocabulary. The student does not communicate clearly. The written work is boring to read.</p> <p>The sentences and paragraphs lack structure; are often incomplete and do not always make sense. Sentences hardly flow logically together.</p> <p>The reader has difficulty in understanding what the written work is about.</p> | ____/15__ |

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| | 10-8 pts | 7-6 pts | 5-4 pts | 3-0 pts | |
| Creativity: Newspaper lay-out & Images | It is obvious that the student has put a great deal of thought into the lay-out of the newspaper front page. | The student has composed quite an original piece of work with a few creative details/ descriptions, but some elements may not be excellent. | The student has made an attempt at creating the lay-out of a newspaper front page, although it is rather unoriginal. | The student has composed an unoriginal piece of work; there is little evidence of creativity and the lay-out does not fit the lay-out of a newspaper front page. | Lay-out: ____/10__ |
| | The student has really used his/ her imagination; his or her ideas are complex and 'out-of-the-box'. | The student shows that he/ she has thought about the lay-out of the newspaper front page and that he/ she understands the book. The student has used his/ her imagination. | The student has tried to use his/ her imagination; but it did not quite work out. | Little or no effort is shown; the student does not seem to have used his/ her imagination. | Images: ____/10__ |
| | Four pictures that clearly relate to and support the newspaper articles and the extra assignment(s) that the student has written or created. | Four pictures that relate to and support the newspaper articles and the extra assignment(s) the student has written or created. | Three pictures that somehow relate to and support the newspaper articles and the extra assignment(s) the student has written or created. | One or two pictures are used. The images do not always relate to or support the newspaper articles and the extra assignment(s) the student has written or created. | |
| End Result | | | | | TOTAL SCORE ____/100 |

