

MAGAZINE SECTION RUBRIC

Teacher Name: **Ms. Raskauskas**

GROUP NAMES: _____

CATEGORY	1	2	3	4
Wireframe	Layout is not ample or overly cluttered with no attention to design and text-image balance.	Layout is not ample and the balance between text and images is not adequate.	Layout fills the page but is a little cluttered with spacing issues.	Layout fills the page, not cluttered & with ample thought to how much information and pictures would best balance the page with a clean look.
Layout - Columns Columns are neatly typed in the "justified" type style. There are adequate and consistent "gutters" between all columns and articles. A glance at the newspaper makes you think "professional."	Columns are neatly typed in the "justified" type style. There are adequate and consistent "gutters" between all columns and articles. A glance at the newspaper makes you think "professional."	Columns are neatly typed. There are adequate and consistent "gutters" between all columns and articles. A glance at the newspaper makes you think "fairly professional."	Columns are typed. There are adequate "gutters" between most columns and articles. It is easy to read, but looks somewhat nonprofessional.	Columns are not neatly typed and/or "gutters" are not adequate, so magazine section is somewhat difficult to read.
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.

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.
Spelling and Proofreading	No spelling or grammar errors remain after one or more people (in addition to the typist) read and correct the magazine section.	No more than a couple of spelling or grammar errors remain after one or more people (in addition to the typist) read and correct the magazine section.	No more than 3 spelling or grammar errors remain after one or more people (in addition to the typist) read and correct the magazine section.	Several spelling or grammar errors remain in the final copy of the magazine section.
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.
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).

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.
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.
Use of Primary Sources	Reading of primary source material was thorough.	Reading of primary source material was fairly thorough.	Reading of primary source material was incomplete.	Reading of primary source material was not done.
Spelling and Proofreading	No spelling or grammar errors remain after one or more people (in addition to the typist) read and correct the magazine section.	No more than a couple of spelling or grammar errors remain after one or more people (in addition to the typist) read and correct the magazine section.	No more than 3 spelling or grammar errors remain after one or more people (in addition to the typist) read and correct the magazine section.	Several spelling or grammar errors remain in the final copy of the magazine section.

Knowledge Gained	All students in the group can accurately answer all questions related to a) stories in the magazine section and b) technical processes used to create the magazine section.	All students in the group can accurately answer most questions related to a) stories in the magazine section and b) technical processes used to create the magazine section.	Most students in the group can accurately answer most questions related to a) stories in the magazine section and b) technical processes used to create the magazine section.	Several students in the group appear to have little knowledge about the facts and the technical processes used for the magazine section.
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.

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