Bronx Engineering & Technology Academy
Karalyne Sperling, Principal

Mr. Ott

Name: _____ **Date:** _____ **Period:** _____

New Roman Times - Newspaper/Newsletter Project Rubric

	4	3	2	1
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.
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 newpaper makes you think "professional."	Columns are neatly typed. There are adequate and consistent "gutters" between all columns and articles. A glance at the newpaper 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 newspaper is somewhat difficult to read.
Layout - Flag	The name of the newspaper is centered and is in a font that makes it stand out from other content. The date and edition of the newspaper appear below the name in a smaller font.	The name of the newspaper is in a font that makes it stand out from other content. The date and edition of the newspaper appear below the name in a smaller font.	The name of the newspaper is in a font that makes it stand out from other content. Either the date or the edition number of the newspaper appears below the name in a smaller font.	The name of the newspaper does not stand out OR both the name and edition of the newspaper are missing on one or more pages.
Contributions of Group Members	Each person in the group has contributed at least one articles & one graphic without prompting from teachers or peers.	Each person in the group has contributed at least one article or 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.
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.

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