

**INRO TO JOURNALISM / WALL-SIMMONS**

**EDITORIAL RUBRIC**

Reporter \_\_\_\_\_

Topic \_\_\_\_\_

<b>Objectives</b>	<b>Exemplary Performance 100-90 points</b>	<b>At or Above Average 89-80 points</b>	<b>At or Below Average 79-70 points</b>	<b>Low Performance 69 points or less</b>	<b>Points Earned</b>
<b>Effective and Appropriate Lead</b>	Lead is original and highly provocative; gets the readers' attention in 3 seconds; appropriate to the story; focuses on the nature of the problem being discussed; stance is very clear from the first paragraph; topic is relevant, clearly narrowed; written in third person	Lead is appropriate to story and fairly effective at getting attention; shows some signs of originality; stance may not be as clearly evident; topic is relevant but not sufficiently narrowed	Lead is adequate but not extremely catchy or original; stance of the writer is unclear; topic may be overused, not as relevant, and too broad for a suitable argument	Lead is neither original or catchy; is boring overused or trite, or is inappropriate to story; stance is unclear; topic may be overdone (stale / trite) or/and impacts only a few in our audience	
<b>Opinion Grounded in Solid Research</b>	Evidence of reporter being well informed on topic; gives solid, well researched background on topic; uses appropriate sources, websites; addresses and diffuses opponents' concerns, if appropriate	Writer appears fairly well informed on topic, but background may not be as thorough or sources may not be quality; may not address majority of opponents' concerns	Not enough background info; poor research sources; little credence given to opponents' concerns	Little or no background info or evidence of research –not well informed on topic	
<b>Arguments are Well Developed and Logical</b>	Contains at least three different but logical arguments for the stated opinion; argument are aimed at the intended audience; each argument is carefully developed through research - logical facts, anecdotes or statistics; research sources are exemplary	Contains at least three arguments but only two seem distinct or logical; arguments may not be as clearly aimed at intended audience; each argument may not be as well developed with logical facts or anecdotes; research sources may not be as credible	Contains only one valid reason for the opinion given with perhaps some less valid ones; or audience is unclear; or arguments may not be as well developed; or research sources may not be credible	Opinion is confusing; no valid reasons for the stated opinion; or nor research sources	
<b>Effective Organization and Flow (deals with structure)</b>	Story meets <b>SPECS Format</b> –STATES problem & background, POSITION on problem, EVIDENCE for three concrete reasons, offers CONCLUSIONS (who's affected and how), and SOLUTIONS to problem (at least two); story is strongly organized with clear transitions and logical connections that create a sense of being tightly woven together;	Story may be missing one element of <b>SPECS Format</b> ; story is organized and most transitions and connections are clear, but either organization is somewhat lacking or the sense of flow is somewhat abrupt; conclusion may not offer a clear statement	Story is missing more than one element of <b>SPECS Format</b> ; story lacks strong organization; jumps around too much or lacks effective transitions; not in logical order; ending may not offer a clear statement	Story does not adhere to <b>SPECS Format</b> ; story is choppy or incohesive; organization is unclear; few effective transitions; ending does not offer a clear statement	
<b>Clear Focus and Unity (deals with content)</b>	Focus of story is clear; nothing detracts from primary focus; everything contributes to primary theme / position	Focus is fairly clear but one or two things on the story detract from the primary focus	Story lacks strong sense of unity and focus; several things seem to detract from focus	No clear focus; story is rambling and awkward	
<b>Effective and Appropriate Ending</b>	Conclusion offers two solutions which are reasonable, creative and well-defended; conclusion has 'legs' – sets the reader in motion to do something; final statement leaves reader energized with a strong sense of direction	Conclusion is appropriate to story and fairly effective but solutions may be less than reasonable, creative or well-defended; conclusion may limp a bit in setting reader in motion; final statement may lack energy or	Conclusion may offer only one solution or solutions are weak, unreasonable or undefended; conclusion doesn't cause reader to take action and final statement is vague and lacks specific direction for the reader	Conclusion is incomplete and deals in vague generalities; conclusion rambles and says nothing; final statement is boring and asks nothing of the reader.	

		strong direction			
<b>Interesting and Effective Writing Style</b>	Writing is strong and effective with a clear voice and a variety of sentence structures and lengths; piece is crisp - tightly written; exceptionally strong and effective word choice	Writing is adequate but not extremely compelling or original; may be wordy or voice may be unclear; diction may not be as vivid or sophisticated	Writing is rather bland; has no clear voice and/or sense of originality; is wordy or redundant; diction and/or sentence structure may be repetitive	Writing lacks clear voice or original style	
<b>Correct use of Journalism Style</b>	NO errors in journalism style (quotes, dates, scores, numbers, money, percents, time, commas, etc.); short paragraphs; quotes stand alone; attributions in subject-verb order; sources have ID in first reference	Has few (one or two in story) errors in journalism style; or may have non-journalistic paragraph structure; or sources may not be cited correctly	Has several errors in journalism style or non-journalistic paragraph structure	Has many errors in journalism style and/or non-journalistic paragraph structure	
<b>Grammar and Spelling</b>	Story is well edited and spell checked; NO errors, including the proper spelling of all names; punctuation is accurate; a thorough understanding and consistent application of capitalization skills is present; grammar and usage are correct and contribute to clarity and style; paragraphing is sound and paragraphs are brief; first person is never used	Story is spell checked and all names are correct; however, moderate editing would be required to polish the text for publication; punctuation is usually accurate; a thorough understanding and consistent application of capitalization skills is present; grammar and usage are generally correct and contribute to clarity and style; paragraphing is sound and paragraphs are usually brief; first person is not used	Story is spell checked and all names are correct; however, piece has several grammatical errors; editing would be required to enhance readability before publication; punctuation is usually correct, but internal punctuation is sometimes missing /wrong; most words are capitalized correctly; control over some capitalization skills may be spotty; paragraphing may run together; first person is almost never used	Names are misspelled or spell check was not run; or has many grammatical errors; errors in spelling, punctuation, capitalization, usage and grammar and/or paragraphing distract the reader and make the text difficult to read or errors in grammar or usage are very noticeable, frequent, and affect meaning or paragraphing is missing or first person regularly used	
<b>Effort, Improvement, Presentation</b>	<b>Evidence of <u>substantial</u> time</b> ; student is working at <b><u>highest potential</u></b> ; details are <b><u>thorough</u></b> and <b><u>factual</u></b> ; there are <b>no errors in content</b> ; student sought help in or out of class from teacher and students; student chose a <b><u>challenging</u> topic</b> ; revisions <b><u>obvious</u></b>	Evidence of extra time; student is working near highest potential; some improvement; student sought help in or out of class; revisions made	Some amount of time is evident though more attention should have been given; not working near potential	Time was not used productively; little or no time or care; no attention paid to basics; gross errors; sloppy; little or no revision evident; this piece is not up to par with high school writing	

**FATAL FLAWS:** (if any one of these flaws occurs the story will earn an automatic 50 points and no higher)

- \_\_\_\_\_ **Writer appears unaware of ethical considerations or responsibilities.**
- \_\_\_\_\_ **Writer has little or no support for the main idea.**
- \_\_\_\_\_ **Writer never tells where she got information** (*attribution – writer must attribute everything she didn't witness first hand or isn't a matter of public record*).
- \_\_\_\_\_ **Writer fails to address the other side of the issue**
- \_\_\_\_\_ **Writer fails to show a reasonable solution to the problem.**

\_\_\_\_\_ **Writer fails to write a lead.**

**Comments:**

**Total**