

Name:

Newspaper Reports Rubrics (Writing, Media and Geography)

Learning Goal: We are learning to write a newspaper report. We are learning to use media conventions to communicate.			Learning Goal: We are learning to ask inquiry questions to guide research around sustainability, and communicate our ideas to the public.		Journalist:	Literacy Level:	Geography Level:	
Categories			Success Criteria	Level 4	Level 3	Level 2	Level 1	
LITERACY	Application	Thinking	Knowledge & Understanding - write texts of a variety of lengths and forms	I use the writing process to create a newspaper report. I use ideas, information, resources and feedback	- creatively uses all elements of the required form	- uses elements of the required form	- uses many elements of the required form	- beginning to use elements of the required form
			<i>Organization</i> - the structure of a piece of writing	I can identify and organize my main ideas into paragraphs with a hook/ topic sentence, supporting details and transition/ conclusion.	- creative use of paragraph-structure to meet all criteria	- well-developed paragraph structure meeting success criteria	- some evidence of proper paragraph structure	- beginning to structure into proper paragraphs to meet success criteria
			<i>Ideas</i> - the meaning, development of message	I express my thoughts, feelings and ideas in a way appropriate to my audience.	- thoroughly and creatively sorts and identifies ideas/ info	- effectively sorts and identifies ideas and information	-occasionally sorts and identifies ideas and information	- beginning to sort and identify ideas and information
			<i>Voice</i> - the way the writer brings the topic to life	I express a point of view (p.o.v.) or research using professional language (1st or 3rd person).	- creatively uses p.o.v and tone to engage	- uses p.o.v. and tone to engage audience	- expresses some thoughts and p.o.v	-beginning to express thoughts and p.o.v.
		Communication	<i>Sentence Fluency</i> - the way the words and phrases flow	I use a combination of short and long sentences. I can use linking words to transition my reader.	- creative use of long and short sentences	- consistently uses long and short phrases	- uses some variety of long and short phrases	-beginning to use short and long sentences
			<i>Convention</i> - the use of headlines, pictures, etc,	I use conventions (headlines, pictures, captions, writing) to write for a specific meaning and purpose	- creatively uses spelling, punctuation and grammar rules	- uses spelling, punctuation and grammar rules	- uses some correct spelling, punctuation and grammar rules	-beginning to use spelling, punctuation and grammar rules.
GEOGRAPHY		Thinking		I have used inquiry research to investigate environmental issues	- several creative and deep thinking questions	- many deep questions to guide research	- some questions that guide inquiry research	-few simple questions that guide research
		Knowledge & Understanding		I demonstrate an understanding of the theme of sustainability	- many deep and insightful ideas around sustainability	- can connect sustainability to world issues	- understands definition of sustainability, can offer some examples	-beginning to explore sustainability
	Communication		I use appropriate vocabulary	- creative use of geographic vocabulary	- many vocabulary words used	- some vocabulary words used	-limited to no geography vocabulary	
Stars:				Next Steps:				