**Final Project Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Excellent**  **10 points** | **Good**  **8 points** | **Basic**  **6 points** | **Comments/**  **Total points** |
| **Critical Thinking**  *This section applies to the overall quality of any question and answer prompt from each part.* | Insightful analysis. Connections evident between class content and media examples, or between prompt and response. Responses directly address the stated question or prompt. | Connections are made between concepts, media, and real-world issues, but they could be more clear or more critical in their approach. Responses mostly focus on the question or prompt but don’t entirely answer with the required information. | No connections drawn between concepts, media, and real-world. A superficial response that essentially restates the prompt or answers without analysis. |  |
| **Personal Response**  *This section applies to Part 3, in which you create a personal response to the media.* | The student has thoughtfully created a response to news media, either by choosing from the suggested responses or creating their own. The student has completely executed this response in a professional, thoughtful way. Reflection explains and justifies response student chose. | Response is fully executed but is only a basic or surface-level reaction to the media. Response lacks creativity or personalization that demonstrates student is personally engaged in the action. Reflection discusses response but doesn’t adequately connect choice to the media. | The student’s response is only partially executed or does not actually respond to media. The response chosen demonstrates a lack of understanding between the news media itself and how the student can use news literacy skills to become a part of the process and critique the product. Reflection is shallow and does not demonstrate connections between response and the media. |  |
| **Basics**  *This section applies to the entire final project.* | All writing is clear, concise, and lacks errors in grammar or punctuation. Thoughts are ordered coherently. Between 0-3 errors. | A few errors in grammar or punctuation, but not enough to confuse meaning. Between 4-6 errors | Many errors in grammar and punctuation are present, and thoughts represent no clear process or organization. More than 6 errors in grammar, punctuations. |  |
| **Total** |  |  |  | \_\_\_\_\_\_/30 points |