## Beat Evaluation (completed by:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_)

## Date published:\_\_\_\_\_\_\_\_\_\_\_ Writer’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Headline:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Quality of [**HEADLINE**](http://www.corestandards.org/ELA-Literacy/W/11-12/2/a/) Is it clickworthy? Is it catchy, active, accurate? Does it have a VERB?

[CCSS.ELA-LITERACY.W.11-12.2.A](http://www.corestandards.org/ELA-Literacy/W/11-12/2/a/) 0 1 2 3 (circle and explain rating):

[**FEATURED PHOTO**](http://www.corestandards.org/ELA-Literacy/W/11-12/2/a/): **NO VERTICAL PHOTOS** - must be sized appropriately, good resolution, and complement article. Mug shots are generally not acceptable, and they should be a “1.” ***Stock photos and internet art are generally not acceptable***. Can include audio/video links for reviews.

[CCSS.ELA-LITERACY.W.11-12.2.A](http://www.corestandards.org/ELA-Literacy/W/11-12/2/a/) 0 1 2 3  **(x2 \_\_\_\_\_)** (circle and explain rating)

[**PHOTO CAPTION**](http://www.corestandards.org/ELA-Literacy/W/11-12/2/e/) **and SOURCING**: Must name prominent people and be in present tense. Must be accurate and well-written.

[CCSS.ELA-LITERACY.W.11-12.2.E](http://www.corestandards.org/ELA-Literacy/W/11-12/2/e/) 0 1 2 3 (circle and explain rating):

Quality of [**WRITTEN SOURCES**](http://www.corestandards.org/ELA-Literacy/W/11-12/)included (quotes, and research). *Sources cover all angles. Often teachers or administration will need to be used. You need to include MULTIPLE different sources. Include adults as needed.*

[CCSS.ELA-LITERACY.W.11-12.8](http://www.corestandards.org/ELA-Literacy/W/11-12/8/) 0 1 2 3 (circle and explain rating):

[**QUOTATIONS**](http://www.corestandards.org/ELA-Literacy/SL/11-12/1/c/) included. How well quotes are used (appropriate, ethically accurate, storytelling quotes); uses “**said**”

[CCSS.ELA-LITERACY.W.11-12.2.C](http://www.corestandards.org/ELA-Literacy/W/11-12/2/c/) 0 1 2 3 (circle and explain rating):

[**WRITING**](http://www.corestandards.org/ELA-Literacy/W/11-12/2/) structure - follows news-writing style. *Writing is free of bias and covers all aspects of story.*

[CCSS.ELA-LITERACY.W.11-12.2](http://www.corestandards.org/ELA-Literacy/W/11-12/2/) 0 1 2 3 (circle and explain rating):

[**WRITING FLOW**](http://www.corestandards.org/ELA-Literacy/W/11-12/2/c/) *- Good flow of ideas and transitons. “Feel” and “art” in sentence structure.*

[*CCSS.ELA-LITERACY.W.11-12.2.C*](http://www.corestandards.org/ELA-Literacy/W/11-12/2/c/) 0 1 2 3 (circle and explain rating):

[**GRAMMAR**](http://www.corestandards.org/ELA-Literacy/W/11-12/2/e/) spelling/mechanics (DOUBLE WEIGHT) **Commas are used and placed properly**

[CCSS.ELA-LITERACY.W.11-12.2.E](http://www.corestandards.org/ELA-Literacy/W/11-12/2/e/) (circle and note all mistakes) 0 1 2 3 **(x2 \_\_\_\_\_)**

[**AP Style**](http://ccss.ela-literacy.w.11-12.2.e) \*(DOUBLE WEIGHT)

[CCSS.ELA-LITERACY.W.11-12.2.E](http://www.corestandards.org/ELA-Literacy/W/11-12/2/e/) (circle and note all mistakes) 0 1 2 3  **(x2 \_\_\_\_\_)**

[**ACCURACY**](http://www.corestandards.org/ELA-Literacy/W/11-12/2/b/) **(double weight)** All names spelled correctly; information used is correct

[**CCSS.ELA-LITERACY.W.11-12.2.B**](http://www.corestandards.org/ELA-Literacy/W/11-12/2/b/) 0 1 2 3  **(x2 \_\_\_\_\_) explain)**:

[**LOCALIZED**](http://www.corestandards.org/ELA-Literacy/W/11-12/2/a/) (to the school community)

[CCSS.ELA-LITERACY.W.11-12.2.D](http://www.corestandards.org/ELA-Literacy/W/11-12/2/d/) 0 1 2 3 (circle and explain):

Final Touches: [**CCSS.ELA-LITERACY.W.11-12.2.A**](http://www.corestandards.org/ELA-Literacy/W/11-12/2/a/)

**+2 points for** [**Social media**](http://www.corestandards.org/ELA-Literacy/SL/11-12/5/) **(must do all)**

* shared on more than one media? Which ones:
* clickworthy comment and link included?
* included @ school Social Media + @ anyone quoted

**+1 point for** [each](http://www.corestandards.org/ELA-Literacy/W/11-12/2/a/)**:**

* Word count at least 350
* Any extra html or embedded elements
* Hyperlinks included

Total points from **THIS REVIEW** \_\_\_\_/50

Each beat will require students to demonstrate proficiency in the following Common Core English standards:

[CCSS.ELA-LITERACY.W.11-12.2](http://www.corestandards.org/ELA-Literacy/W/11-12/2/)

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

[CCSS.ELA-LITERACY.W.11-12.2.A](http://www.corestandards.org/ELA-Literacy/W/11-12/2/a/)

Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

[CCSS.ELA-LITERACY.W.11-12.2.B](http://www.corestandards.org/ELA-Literacy/W/11-12/2/b/)

Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

[CCSS.ELA-LITERACY.W.11-12.2.C](http://www.corestandards.org/ELA-Literacy/W/11-12/2/c/)

Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

[CCSS.ELA-LITERACY.W.11-12.2.D](http://www.corestandards.org/ELA-Literacy/W/11-12/2/d/)

Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

[CCSS.ELA-LITERACY.W.11-12.2.E](http://www.corestandards.org/ELA-Literacy/W/11-12/2/e/)

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

[CCSS.ELA-LITERACY.W.11-12.2.F](http://www.corestandards.org/ELA-Literacy/W/11-12/2/f/)

Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CCSS.ELA-LITERACY.W.11-12.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here.)

[CCSS.ELA-LITERACY.W.11-12.6](http://www.corestandards.org/ELA-Literacy/W/11-12/6/)

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

[CCSS.ELA-LITERACY.SL.11-12.1](http://www.corestandards.org/ELA-Literacy/SL/11-12/1/)

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

[CCSS.ELA-LITERACY.SL.11-12.1.A](http://www.corestandards.org/ELA-Literacy/SL/11-12/1/a/)

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

[CCSS.ELA-LITERACY.SL.11-12.1.B](http://www.corestandards.org/ELA-Literacy/SL/11-12/1/b/)

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

[CCSS.ELA-LITERACY.SL.11-12.1.C](http://www.corestandards.org/ELA-Literacy/SL/11-12/1/c/)

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

[CCSS.ELA-LITERACY.SL.11-12.1.D](http://www.corestandards.org/ELA-Literacy/SL/11-12/1/d/)

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

[CCSS.ELA-LITERACY.SL.11-12.2](http://www.corestandards.org/ELA-Literacy/SL/11-12/2/)

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

[CCSS.ELA-LITERACY.SL.11-12.3](http://www.corestandards.org/ELA-Literacy/SL/11-12/3/)

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

[CCSS.ELA-LITERACY.SL.11-12.4](http://www.corestandards.org/ELA-Literacy/SL/11-12/4/)

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

[CCSS.ELA-LITERACY.SL.11-12.5](http://www.corestandards.org/ELA-Literacy/SL/11-12/5/)

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

[CCSS.ELA-LITERACY.SL.11-12.6](http://www.corestandards.org/ELA-Literacy/SL/11-12/6/)

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 [here](http://www.corestandards.org/ELA-Literacy/L/11-12/) for specific expectations.