**PBS Viewer’s Guide Response Rubric**

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|  | Exemplary | Proficient | Below standard | Did not demonstrate | Total points |
| **Question 1:** During the introduction, one newscaster says: “We’re judging journalism by the same standards that we apply to entertainment. That may be one of the greatest tragedies in the history of journalism.” Respond to this statement. What do you think those standards are? Why are those standards a bad fit for journalism? | Student identifies 2-3 standards each for both journalism and entertainment, and compares and contrasts these standards. Student then evaluates those standards as they apply to contemporary journalism, using examples from the video clip or from contemporary media to support their evaluation. | Student can identify 1-2 standards each for journalism and entertainment. The student can identify some similarities and differences but may not be able to support that evaluation through specific examples. | Student can only identify standards for either journalism or entertainment, and cannot explicitly connect the two. | Student cannot identify and explain any standards for the journalism or entertainment industry, nor are any connections made between how these two industries support or conflict with each other. |  |
| **Question 2:** A producer of Jon Stewart’s *Comedy Central* said that the show’s success is really a reflection of other people’s/news organizations’ failures. What do you think he means here? How are news organizations failing? | Student uses specific examples and information from the video to explain his/her stance. Student considers the standards identified in question 1 to evaluate whether news media are meeting their objectives and fulfilling their purpose. Student understands role of satire and can contextualize this with role of news. | Student response demonstrates understanding of the challenges to news media in meeting their roles and demonstrates an understanding that comedy function as a critique. | Student re-articulates similar answer to question 1 but does not make connections to the Comedy Central show’s role in pointing out failures. | Student lacks sufficient understanding of news media standards and cannot connect the role of satire to Stewart’s perceptions of news media. |  |
| **Question 3:** The same producer describes today’s media as “horrible news, broadcast horribly.” Is this too cynical? Are we putting too much pressure on journalists to keep us informed when we, too, share the obligation and responsibility to be well-informed citizens? | Student response demonstrates self-reflection and awareness of his/her own news habits. Student evaluates whether it is a citizen’s job to be well-informed and contextualizes that with the challenges journalists face. | Student response highlights an understanding of the need for engaged consumers but may not connect this need to his/her own news media habits. | Student response lacks sufficient connection between the challenges journalists face and how consumers can compensate by becoming more engaged. | Student response does not include self-reflection or awareness on need to be informed. |  |
| **Question 4:** ABC President David Westin said “News is what’s important to people.” What if what’s important to people isn’t useful or current? How do journalists create content that addresses this dilemma or balances out what people need to know, want to know, and should know? | Student response demonstrates thoughtful and creative thinking about what journalists can do to produced balanced content. This might include examples from current events or even references to alternative forms of journalism accomplishing such a balance. | Student response aims at creative thinking but might be somewhat general or vague. Students might point to basic or generic examples as starting points. | Student response is overly vague or general and does not attempt to connect thinking to specific examples or current events. | Student response demonstrates no attempt to think creatively and specifically about how to create better balance. |  |
| Total points |  |  |  |  | \_\_\_/ points |