**Citizen Journalism and Tragedy**

**Processing Activity Rubric**

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- | --- | --- |
|  | **Exemplary** | **Proficient** | **Below Standard** | **Did not demonstrate** | **Total Points** |
| **Content** | Student addresses the central question completely, including answers to all required parts. Additionally, responses are written comprehensively, addressing the central question in a unique way. | Student addresses the central question, including answers to all required parts. Additionally, responses are written clearly, addressing the central question in a direct way. | Student addresses the central question, giving some thought to each required part. However, the student may not draw effective parallels between their ideas and contemporary examples. | Student addresses the central question, but responses for each required part are not addressed directly. Examples are not used to draw parallels between their ideas and contemporary examples. |  |
| **Analysis** | Student’s ideas are insightful and in-depth. | Student’s ideas are insightful. | Student’s ideas show some thought. | Student’s ideas show little thought. |  |
| **Message** | The message of the creation is clear, accurate, and complete, leaving the reader with no questions about when it is appropriate to engage citizen journalists. | The message of the creation is clear and accurate, but may not be complete. The reader has few questions about when it is appropriate to engage citizen journalists. | The message of the creation is accurate, but unclear and may not be complete. The reader has some questions about when it is appropriate to engage citizen journalists. | The message of the creation is inaccurate, unclear and may not be complete. The reader has questions about when it is appropriate to engage citizen journalists. |  |
| **Creativity** | The student has used many creative details, which may include examples, color, fonts, attractive design, graphics or other interesting details that draw the reader into the creation. | The student has used some creative details, which may include examples, color, fonts, attractive design, graphics or other interesting details that draw the reader into the creation. | The student has used few creative details, which may include examples, color, fonts, attractive design, graphics or other interesting details that draw the reader into the creation. | The student has used very little creative details. The creation may be sloppy or appear like it was put together at the last minute, with little forethought. |  |
| **Structure** | Each part of the creation is clearly defined. It is easy to read and access the information. | Each part of the creation is defined. It is somewhat easy to read and access the information. | Most parts of the creation are defined. It is challenging to read and access the information. | Few parts of the creation are defined. It is difficult to read and access the information. |  |
| **Mechanics** | Very few grammar, spelling or other mechanical errors are present, in either the creation or the chart. It is clear the student has a firm grasp on the conventions of the English language. | Some grammar, spelling or other mechanical errors are present, in either the creation or the chart. It is clear the student has a grasp on the conventions of the English language. | Many grammar, spelling or other mechanical errors are present, in either the creation or the chart. It is clear the student has some grasp on the conventions of the English language. | Frequent grammar, spelling or other mechanical errors are present, in either the creation or the chart. It is clear the student has little grasp on the conventions of the English language. |  |