**Diversity Audit**

**Photos and captions**

Please fill out the following information for the photos on the page(s) you have been assigned. You will need one sheet per page or spread. Please use a different color pen/highlighter for each photo.

**Issue # \_\_\_\_\_\_\_ Page(s) # \_\_\_\_\_\_\_ Total stories on page \_\_\_\_\_\_\_ Photos\_\_\_\_\_\_\_**

**Primary, secondary or other photo/graphic placement (Use this as a highlighter key)**

**Coverage**:

• Who would be the interested in the photo, caption or graphic? (both grades and groups)

Grade: 9, 10, 11, 12, admin/staff

Gender: female, male

Race: African American, Asian, Caucasian, Latino, Native American, other

Identifying group: AP/IB/honors, athletes, band, business, choir, drama/theater, GLBTQ, popular, student media, student council/ASB, other

• Who is shown in the photo?

Grade: 9, 10, 11, 12, admin/staff

Gender: female, male

Race: African American, Asian, Caucasian, Latino, Native American, other

Identifying group: AP/IB/honors, athletes, band, business, choir, drama/theater, GLBTQ, popular, student media, student council/ASB, other

• Identified in the caption?

Grade: 9, 10, 11, 12, admin/staff

Gender: female, male

Race: African American, Asian, Caucasian, Latino, Native American, other

Identifying group: AP/IB/honors, athletes, band, business, choir, drama/theater, GLBTQ, popular, student media, student council/ASB, other

• Included in the graphic?

Grade: 9, 10, 11, 12, admin/staff

Gender: female, male

Race: African American, Asian, Caucasian, Latino, Native American, other

Identifying group: AP/IB/honors, athletes, band, business, choir, drama/theater, GLBTQ, popular, student media, student council/ASB, other

• If not all grades are represented, could they have been? yes no

• Is there editorializing in the caption?

If you answered “yes” to any of the above, please explain below.

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**Story (non-opinions)**

Please fill out the following information for each story on the page or spread you have been assigned. You will need one sheet per story.

**Issue # \_\_\_\_\_\_\_ Page(s) # \_\_\_\_\_\_\_ Total stories on page \_\_\_\_\_\_\_ Photos \_\_\_\_\_\_\_**

**Headline:**

**Angle:**

**Story placement:**

Top, secondary, other

**Who would be the interested in the story? Circle all that apply.**

Grade: 9, 10, 11, 12, admin/staff

Gender: female, male

Race: African American, Asian, Caucasian, Latino, Native American, other

Identifying group: AP/IB/honors, athletes, band, business, choir, drama/theater, GLBTQ, popular, student media, student council/ASB, other

**Information used**

**Include a name after type of source for each.**

Primary:

Secondary:

**Coverage questions:**

• If not all grades are represented, could they have been? yes no

• If not all genders are represented, could they have been? yes no

• If not all ethnicities are represented, could they have been? yes no

• If not all social groups are represented, could they have been? yes no

• Could story have included some angle for groups we don’t often cover instead? yes no

• Did the topic only pertain to writer’s friends? yes no

**If you answered yes to any of the above, please explain briefly. Use another piece of paper if there is not enough room.**

**How does the story portray any group(s) covered in the story? Please explain in space to the right for each group covered.**

Group:

positive light

negative ight

neutral

Group:

positive light

negative ight

neutral

Group:

positive light

negative ight

neutral

**Other questions:**

• Did the story adequately represent both sides? yes no

• Did the writer do research for the story? yes no

• In your opinion, did the writer do enough research? yes no

• Was the coverage slanted? yes no

• Were facts misconstrued to prove a point? yes no

• Would those of an opposite view believe coverage was slanted or facts were misconstrued? yes no

• Does the story also include either a photo or infographic? yes no

• Are there any letters to the editor about the topic published in later issues? yes no

• What was the stance/critique of the letter? (Please use the following space for comments.)

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**Story (opinion)**

Please fill out the following information for each story on the page you have been assigned. You will need one sheet per story.

**Issue # \_\_\_\_\_\_\_ Page(s) # \_\_\_\_\_\_\_ Total stories on page \_\_\_\_\_\_\_ Photos/art \_\_\_\_\_\_\_**

**Headline:**

**Topic:**

**Story placement:**

Top, secondary, other

**Who would be the interested in the story? Circle all that apply.**

Grade: 9, 10, 11, 12, admin/staff

Gender: female, male

Race: African American, Asian, Caucasian, Latino, Native American, other

Identifying group: AP/IB/honors, athletes, band, business, choir, drama/theater, GLBTQ, popular, student media, student council/ASB, other

**Information used**

**Include a name after type of source for each.**

Primary:

Secondary:

**Coverage questions:**

• If not all grades are represented, could they have been? yes no

• If not all genders are represented, could they have been? yes no

• If not all ethnicities are represented, could they have been? yes no

• If not all social groups are represented, could they have been? yes no

• Could story have included some angle for groups we don’t often cover instead? yes no

• Did the topic only pertain to writer’s friends? yes no

**If you answered yes to any of the above, please explain briefly. Use another piece of paper if there is not enough room.**

**Does the story portray any group(s) in either of the following: Please explain in space to the right of each.**

Group:

positive light

negative ight

neutral

Group:

positive light

negative ight

neutral

Group:

positive light

negative ight

neutral

**Other questions:**

• Did the story adequately represent both sides? yes no

• Did the writer do research for the story? yes no

• In your opinion, did the writer do enough research? yes no

• Was the coverage slanted? yes no

• Were facts misconstrued to prove a point? yes no

• Would those of an opposite view believe coverage was slanted or facts were misconstrued? yes no

• Does the story also include either a photo or infographic? yes no

• Are there any letters to the editor about the topic published in later issues? yes no

• What was the stance/critique of the letter? (Please use the following space for comments.)

What did you hear about this article from peers/teachers/administrators/parents? (Please use the following space for comments.)

**Diversity Audit**

**Graphic**

Please fill out the following information for each graphic on the page you have been assigned. You will need one sheet per graphic.

**Issue # \_\_\_\_\_\_\_ Page(s) # \_\_\_\_\_\_\_ Total graphics on page \_\_\_\_\_\_\_**

**Topic:**

**Placement:**

Primary, secondary or other

**Content:**

• Who would be the interested in the graphic? (both grades and groups)

Grade: 9, 10, 11, 12, admin/staff

Gender: female, male

Race: African American, Asian, Caucasian, Latino, Native American, other

Identifying group: AP/IB/honors, athletes, band, business, choir, drama/theater, GLBTQ, popular, student media, student council/ASB, other

• Who is represented in the graphic?

Grade: 9, 10, 11, 12, admin/staff

Gender: female, male

Race: African American, Asian, Caucasian, Latino, Native American, other

Identifying group: AP/IB/honors, athletes, band, business, choir, drama/theater, GLBTQ, popular, student media, student council/ASB, other

• Identified in the graphic?

Grade: 9, 10, 11, 12, admin/staff

Gender: female, male

Race: African American, Asian, Caucasian, Latino, Native American, other

Identifying group: AP/IB/honors, athletes, band, business, choir, drama/theater, GLBTQ, popular, student media, student council/ASB, other

• If not all grades are represented, could they have been? yes no

• Is information misrepresented in the graphic? yes no

Please explain any “yes” answers in the space below:

**Other:**

What did you hear about this article from peers/teachers/administrators/parents? (Please use the following space for comments.