**News Judgment Scenarios Rubric for News Gathering**

(Key to exam provided below rubric)

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| --- | --- | --- | --- | --- | --- |
|  | Exemplary8 points(4 for each scenario) | Proficient6 points(3 for each scenario) | Below standard4 points(2 for each) | Did not demonstrate0-2 points(0-1 for each) | Total points |
| News Value | Students determined the appropriate news value as dominant for two scenarios.  | Students determined an appropriate news value for each scenario, but not the strongest one. | Students determined a news value, but not one that will yield the best story, or students did not choose two scenarios. | Students chose no news value, or one that is inappropriate for the scenario.  |  |
| Sources  | Students choose three appropriate sources for two scenarios. | Students choose only two sources, or one of the three they chose is inappropriate for the story focus.  | Students did not choose three sources, or chose two or more inappropriate sources. | Students chose one or no sources. |  |
| Questions  | Students wrote six questions, two for each source, for both scenarios chosen. The questions were focused on the news value chosen. | Students wrote questions for each source, for both scenarios chosen, but the questions either not were focused on the news value chosen or only one question was written per source. | Students did not write questions for all sources or the questions written were unclear.  | Students wrote few or no questions, or the questions written were incoherent. |  |
| Total points |  |  |  |  | \_\_\_/ points |

Key:

NOTE: Proximity is a news value in all of the scenarios, but it shouldn’t be the focus in any of the scenarios except Scenario 8, which requires localization.

**Scenario 1 - Consequence or Conflict**

 Students may also choose timeliness, but the strength of the story is in its impact on students and the conflict created by the late dance start.

Sources: Principal, student on homecoming committee, student angry about the late dance start

Questions should focus on the conflict and impact of the late events.

**Scenario 2 – Consequence**

Students may also choose timeliness, conflict or currency, but the strength of the story is in its impact on seniors.

Sources: principal, senior class officer, senior athlete, senior planning to skip anyway

Questions should focus on the potential impact on seniors and their reaction to the decision.

**Scenario 3 – Currency or Consequence**

Students may also choose timeliness, but the strength of the story is in the broader educational issues brought to light by the teachers’ decisions.

Sources: Teachers who have announced they are leaving, principal, a school board member

Questions should focus on the issues of pay, class size and tech support if currency is chosen.

Questions should focus on how the school will manage with the loss of these teachers if consequence it chosen.

**Scenario 4 – Novelty , Prominence or Conflict**

 Students may also choose timeliness and proximity, but the strength of the story is in the novelty of the prank or the celebrity of the pranksters.

Sources: Principal, pranksters, teachers in the affected portables, students in the classes affected, senior class officers

If novelty, questions should focus on the creativity of the prank and student reaction.

If prominence, question should focus on how the pranksters pulled it off.

If conflict, story should focus on administration’s reaction and possible consequences for the pranksters.

**Scenario 5 – Consequence**

Students may also choose conflict, but the strength of the story is the consequence of the seniors’ lack of action as juniors.

Sources: senior class officers, last year’s junior class officers, activities director, seniors who can’t afford prom

Questions should focus on the impact on seniors, cost of the prom and reasons for the lack of fundraising.

**Scenario 6 –Human Interest or Consequence**

Students may also choose conflict, but the strength of the story is in its human toll.

Sources: Seniors who were denied early action admission, guidance counselors, college counselor, principal, parents of seniors denied admission

Questions should focus on the emotion of this situation.

**Scenario 7 – Conflict**

Students may also choose consequence or currency, but the strength of the story is in the conflict with parents who object to the move.

Sources: parents opposing the move, principal, a school board member, senior class officers

Questions should focus on why parents oppose the move and why it is necessary

**Scenario 8 – Proximity, Timeliness, Consequence**

Students should see this as a story that needs to be localized for your publication, not rewritten from national news reports.

Sources: Student club leaders and faculty advisers, emergency workers near the school

Questions should focus on a local angle for the story.

**Scenario 9 – Conflict**

Students may also choose prominence, particularly if your school’s media center director is a popular figure, or consequence, but the strength of the story is the conflict with community members opposed to the closing.

Sources: the media center director or librarian, the manager of the bookstore that’s closing, parents and other community members opposed to the closing, the shopping center owner

Questions should focus on why the store must close and what the opponents plan to do to keep it open.

**Scenario 10 – Timeliness, Consequence**

This is breaking news, so students should choose timeliness as a key issue.

Sources: principal, school police officer, local emergency responders, police/fire report from the incident, students who had to wait at football field, students who were injured, students and teachers who were there

Questions should focus on what happened and immediate consequences.