**Protecting Our Water**

**Media Report Rubric**

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| **Categories** | **Level 4** | **Level 3** | **Level 2** | **Level 1** |
| Knowledge and Understanding –The student: |
| **Research Notes** | develops research notes that state at least 8 highly relevant facts with a high degree of effectiveness. | develops research notes that state 5-7 relevant facts with considerable effectiveness. | develops research notes that state 3-4 simple facts with some effectiveness. | develops research notes that are disorganized, with few clear facts, written with limited effectiveness. |
| **Media report Facts** | creates a media report that includes > 4 accurate facts clearly linked with a high degree of effectiveness. | creates a media report that has 4 relevant facts linked with considerable effectiveness. | creates a media report that has 2-3 connected facts linked with some effectiveness. | creates a media report that has 1 fact included. |
| Thinking and Inquiry – The student: |
| **Guiding****Questions** | asks three questions which are well formulated, direct, and insightful with a high degree of effectiveness | asks three direct questions with considerable effectiveness | asks two topical questions with some effectiveness | asks one relevant question with limited effectiveness |
| Communication – The student: |
| **Research Notes** | has relevant and broad based data sources clearly identified and complete summary notes written with a high degree of effectiveness. | has relevant data sources clearly identified and summary notes written with considerable effectiveness. | has data sources that are sometimes relevant and identified and summary notes are written with some effectiveness. | has irrelevant data sources and the summary notes are written with limited effectiveness. |
| **Role and Audience** | compellingly states the role and writes for the audience, with the right media report format with a high degree of effectiveness. | states the role and writes for the audience, with the right media report format with considerable effectiveness. | should more clearly state the role, write for the chosen audience and use a more relevant media format. | is lacking explanations of the role, writing for the audience, and persuasive point of view creating a media report with limited effectiveness. |

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| **Spelling, grammar, punctuation, capitalization** | has all 15 or more sentences written with a high degree of effectiveness. | has 12-15 sentences written with few writing errors communicating with considerable effectiveness. | has fewer sentences and/or some writing errors so communicates with some effectiveness. | needs more sentences and/or proofreading to avoid communicating with limited effectiveness. |
| Application – The student: |
| **Environmental, social and economic reason one** | reasons with facts that are gripping, specific and have logical explanations linked with a high degree of effectiveness. | connects reason and facts to environmental, economic or social factors linked with considerable effectiveness. | states reason but needs clearer support of environmental, economic or social factors and is somewhat effective. |  is unclear about the reason or lacks supporting facts, or connections to the environment, social or economic factors and has limited effectiveness. |
| **Environmental, social and economic reason two** | reasons with facts that are gripping, specific and have logical explanations linked with a high degree of effectiveness. | connects reason and facts to environmental, economic or social factors linked with considerable effectiveness. | states reason but needs clearer support of environmental, economic or social factors and is somewhat effective. |  is unclear about the reason or lacks supporting facts, or connections to the environment, social or economic factors and has limited effectiveness. |
| **Vocabulary and terminology** | uses an extensive vocabulary with a high degree of effectiveness. | uses vocabulary with considerable effectiveness. | uses vocabulary with some effectiveness. | uses vocabulary with limited effectiveness. |