

Appendix H

A News Report

1. A brief, clear **headline** conveys information.
2. News reports are written in a **factual tone**, stating the events. The reporter tries to be objective and unbiased and does not state his/her personal opinion.
3. A **lead** is the opening sentence of a news report. It contains a clear, factual statement of what happened.
4. Include all relevant facts: **Who? What? When? Where? Why? How?**
5. News reports are divided into **paragraphs** of one or two sentences. Begin a new paragraph for each new speaker.
6. Reporters interview witnesses or experts and add **quotations** in their exact words. Since there is not room to write everything said, a reporter may state someone's thoughts in an **attribution**, e.g., The principal felt that this was an isolated incident.
7. News reports are **organized** with the most recent or important information near the beginning followed by **background information** or extra details that the reader needs for understanding.

Checklist for a News Article		✓
Brief, informative headline		
Factual tone		
Who? What? When? Where? Why? How?		
Clear, complete lead		
Short paragraphs		
Quotations or attributions		
Organized with recent news first, followed by background information		

News Report Rubric

Categories	Approaching the Required Level (0-49%)	Achieving the Required Level (50-64%)	Exceeding the Required Level (65-79%)	Significantly Exceeding the Required Level (80-100%)
Knowledge & Understanding - knowledge of form of news report - understanding of resources read	- demonstrates limited understanding of form of news article - demonstrates limited understanding of materials read	- demonstrates adequate understanding of form of news article - demonstrates adequate understanding of materials read	- demonstrates considerable understanding of form of news article - demonstrates considerable understanding of materials read	- demonstrates thorough understanding of form of news article - demonstrates thorough understanding of materials read
Thinking & Inquiry - critical and creative thinking skills (developing ideas, selecting, organizing, explaining information)	- demonstrates limited competence developing ideas, selecting, organizing, and explaining information	- demonstrates moderate competence developing ideas, selecting, organizing, and explaining information	- demonstrates considerable competence developing ideas, selecting, organizing, and explaining information	- demonstrates a high degree of competence developing ideas, selecting, organizing, and explaining information
Communication - clarity - audience and purpose - use of form of news report	- communicates information and ideas with limited clarity - limited awareness of audience and purpose - demonstrates limited control of form	- communicates information and ideas with moderate clarity - moderate awareness of audience and purpose - demonstrates moderate control of form	- communicates information and ideas with considerable clarity - considerable awareness of audience and purpose - demonstrates considerable control of form	- communicates information and ideas with a high degree of clarity - thorough awareness of audience and purpose - demonstrates extensive control of form
Application - language conventions - reading strategies - writing process	- uses language conventions with limited accuracy and effectiveness - uses reading strategies with limited competence - uses the writing process with limited competence	- uses language conventions with moderate accuracy and effectiveness - uses reading strategies with moderate competence - uses the writing process with moderate competence	- uses language conventions with considerable accuracy and effectiveness - uses reading strategies with considerable competence - uses the writing process with considerable competence	- uses language conventions with a high degree of accuracy and effectiveness - uses reading strategies with a high degree of competence - uses the writing process with a high degree of competence