

## WWI Newspaper Rubric

	4	3	2	1
<b>Content: M.A.I.N. Causes</b>	We thoroughly address the four "M.A.I.N." causes of WWI from the perspective of several different countries.	We address the four "M.A.I.N." causes of WWI from the perspective of at least 2 different countries.	We partially address the four "M.A.I.N." causes of WWI from more than one country.	We address the four "M.A.I.N." causes of WWI in a shallow and superficial manner.
<b>Content: Unity</b>	All the components of our newspaper contribute to the description and explanation of the complex chains of events that resulted in WWI.	Most of the components of our newspaper contribute to the description and explanation of the complex chains of events that resulted in WWI.	Several of the components of our newspaper are loosely connected to the description and explanation of the complex chains of events that resulted in WWI.	Most of the components of are loosely connected, if at all, to the description and explanation of the complex chains of events that resulted in WWI.
<b>Content: Conclusions (Individual)</b>	My articles in our newspaper synthesize information from a variety of kinds of primary and secondary sources to draw good conclusions about the perspectives of different countries.	My articles in our newspaper synthesize information from primary and secondary sources to draw conclusions about the perspectives of different countries.	My articles in our newspaper mostly paraphrase information from a few sources.	My articles in our newspaper repeat information from 1 or 2 sources. OR It is not apparent what sources were used in our newspaper.
<b>Newspaper Components</b>	Our newspaper includes all the required components and several optional components.	Our newspaper includes all the required components and at least 2 optional components.	Our newspaper is missing at least 1 required component.	Our newspaper is missing more than 1 required components.
<b>Writing: Style (Student C)</b>	My writing is clear, detailed, interesting, and written in a style that is appropriate for the purpose of the article.	My writing is clear, detailed and written in a style that is appropriate for the purpose of the article.	My writing is sometimes vague, predictable, and often does not suit the purpose of the article.	My writing is confusing, lacks detail, and does not suit the purpose of the article.
<b>Writing: Conventions</b>	Our writing has no errors in capitalization, punctuation, spelling, or usage.	Our writing has no errors in capitalization, punctuation, spelling, or usage that	Our writing has some errors in capitalization, punctuation, spelling, or usage that	Our writing has so many errors in capitalization, punctuation, spelling, or usage that

		detract from the meaning.	detract from the meaning.	readers have difficulty understanding what we are saying.
<b>Writing: Citations</b>	We correctly cite all quoted or paraphrased information.	We only make minor errors when citing quoted or paraphrased information..	Sometimes we do not cite or incorrectly cite quoted or paraphrased information	We frequently do not cite quoted or paraphrased information.
<b>Layout and Design</b>	The layout and graphic elements of our newspaper are organized in a way that contributes to the meaning.	The layout of our newspaper is organized and attractive.	The layout of our newspaper is sometimes confusing, and different graphic elements, such as different fonts, lines, and boxes, sometimes detract from the meaning.	The layout of our newspaper is confusing and different graphic elements, such as different fonts, lines, and boxes, often detract from the meaning.
<b>Photos</b>	We select and add photos to enhance the purpose of the newspaper, and we have appropriate and engaging captions.	Our photos add to the purpose of the newspaper and have appropriate captions.	Our photos sometimes are only superficially connected to the purpose of the newspaper, and captions may be inappropriate or inaccurate.	Our photos do not have accurate captions and often detract from the purpose of the newspaper.

**Final Grade**

Group—3, Student C—2.5