

***Feature Story Rubric** Student Name: _____ Story slug: _____

CRITERIA	Cub reporter	Rookie	Page editor	Prize winner
<p>PURPOSE/AUDIENCE: The degree to which the writer maintains a clear purpose to communicate with the reader by:</p> <ul style="list-style-type: none"> *focusing content *using a form of a feature story to inform/entertain (personality profile, narrative, news feature, etc.) *addressing the informational needs of the reader so reader knows story's purpose early on 	<p>Limited awareness of audience with no obvious use of the characteristics of a feature article (Ex. written in Dear Diary format or inappropriate chronological order)</p>	<p>Some evidence of purpose and focus on audience. Some characteristics of feature story, but may be incorrectly or inconsistently used</p>	<p>Story is focused on purpose communicated in lead. Has "hook" and keeps reader's needs in mind. Has characteristics of feature story appropriate for topic. Story is interesting and informative.</p>	<p>In addition, story has strong awareness of reader needs by successfully communicating information in interesting manner. Story reads well from beginning to end with a high level of reader engagement.</p>
<p>IDEA DEVELOPMENT/SUPPORT: The degree to which the writer develops and supports main ideas and deepens audience understanding by using:</p> <ul style="list-style-type: none"> *accurate, well-researched details. *direct and/or indirect quotations *objective reporting that avoids reporter bias *absence of libel 	<p>Little idea development, no research-based information; obvious bias and/or personal information; no quotes of any kind</p>	<p>Ideas are there, but remain unelaborated or disjointed. Few or poorly written quotations. Little or weak research. Few or uninteresting details.</p>	<p>Ideas are developed. Direct and/or indirect quotations support idea development, but may be general. There is evidence of research, but it is not well focused on main ideas.</p>	<p>In addition, depth of idea development supported by well-researched content, quotations and interesting details. Appropriate use of quotations. Details are specific and support main focus.</p>
<p>ORGANIZATION: The degree to which the writer creates unity and coherence to accomplish the purpose by:</p> <ul style="list-style-type: none"> *engaging the audience in the lead and establishing a context for reading *using transitions to smoothly guide the reader through the story through the beginning, middle and end 	<p>Random and or weak organization; no or inappropriate attempt to engage audience in lead; no transitions; ideas leap-frog from one to another</p>	<p>Lapses in organization and coherence with some evidence of planning. May have a good lead but lacks flow. Uses some of the characteristics of a feature article.</p>	<p>Logical, coherent organization with attention to audience informational needs throughout story. Story has beginning, middle, end, and has characteristics of a feature article appropriate for the topic.</p>	<p>In addition, logical and coherent organization enables story to flow from beginning to end. Transitions are used appropriately and weave story parts together seamlessly.</p>
<p>SENTENCES/LANGUAGE/CORRECTNESS: The degree to which the writer creates effective and correct sentences that:</p> <ul style="list-style-type: none"> *are varied in structure and length *are constructed effectively and correctly *have strong verbs and avoid passive *have documentation and correct attribution *define difficult terms, avoid slang *use AP and/or school style 	<p>Sentences incorrect in structure or ineffective; may have many errors that prevent communication of ideas; no effort to attribute information; inappropriate use of slang, profanity</p>	<p>Simplistic sentences may be repetitive or vague. Some technical errors do not interfere with meaning. Sources have some attribution. Major or frequent style errors.</p>	<p>Sentences are effective, correct and varied; have few errors in spelling, punctuation, grammar or AP style. Most sources are documented appropriately.</p>	<p>In addition, sentences have emotional impact and are information rich. Story has few or no errors in spelling or style. Writing has strong verbs and is lively and engaging.</p>
<p>SOURCES: Student has interview questions and notes that demonstrate good communication skills with sources:</p> <ul style="list-style-type: none"> *questions are open-ended *variety of sources appropriate for story *notes are fairly legible and complete 	<p>No questions or notes turned in. No apparent use of interview.</p>	<p>Questions may be "yes-no" type. Sources may be inappropriate or too limited. Notes may be legible but are sketchy, incomplete. Notes may not match contents of story.</p>	<p>Questions show depth of understanding. Sources are appropriate for story. Story reflects meaningful notes in length and content.</p>	<p>In addition, questions get at the "story behind the story." Notes are complete and reveal descriptions as well as quotations, background as well as narration or summary.</p>