

## BLM 4: Investigative Journalism Rubric

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Your completed performance task includes:

- a presentation to the class describing what you investigated and what you discovered;
- a two- to five-page summary that illustrates the competing or contradictory information you found and how you came to a conclusion; and
- (optional, if equipment is available) a videotaped “story” presenting your findings.

<b><i>The student will:</i></b>	Level 1	Level 2	Level 3	Level 4
<b>Understanding Information</b>				
<ul style="list-style-type: none"> <li>• identify key elements and techniques used to create media works in a variety of forms</li> </ul>				
Describes the role of media ownership	Describes the role of media ownership with limited accuracy or depth	Describes the role of media ownership with some accuracy or depth	Describes the role of media ownership with considerable accuracy or depth	Describes the role of media ownership with a high degree of accuracy or depth
<b>Analyzing</b>				
<ul style="list-style-type: none"> <li>• identify and explain the conditions that affect media industry practices governing the production, financing, and distribution of media works (e.g., gather data for an argumentative essay by investigating the ownership and control of media businesses and the implications for public access, range of expression, and audience choice)</li> </ul>				
Analyzes problems associated with advertising influence and power of media ownership as they relate to accuracy and bias in reporting	Analyzes problems superficially	Analyzes problems with some degree of depth but with limited detail	Analyzes problems with considerable depth and with sufficient detail	Analyzes problems with depth and in great detail
<b>Applying</b>				
<ul style="list-style-type: none"> <li>• demonstrate critical thinking skills by identifying the differences between explicit and implicit messages in media works</li> <li>• compare and explain their own and their peers’ reactions to a variety of media works</li> </ul>				
Applies learning and class discussion to produce an investigative report	Applies learning and discussion to report with limited effectiveness	Applies learning and discussion to report with some effectiveness	Applies learning and discussion to report with considerable effectiveness	Applies learning and discussion to report with high degree of effectiveness
<b>Communicating</b>				
<ul style="list-style-type: none"> <li>• explain how the form, technique, style, and language of a variety of media forms create meaning (e.g., compare the coverage of a current event by newspapers, radio, television, and Internet websites)</li> </ul>				
Communicates an investigative report orally and in writing	Communicates with limited effectiveness	Communicates with some effectiveness	Communicates with considerable effectiveness	Communicates with high degree of effectiveness