**Ozone Article Rubric**

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Directions:** You will use the websites listed below to conduct research on the ozone layer, what chlorofluorocarbons are and their effect on ozone depletion. The article will be graded on the following elements listed in the rubric. The rubric **MUST** be turned in with the project or it will not get graded!

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Point Values** | **4** | **3** | **2** | **1** |
| **Headline** | The headline is both appropriate and memorable for the story | The headline is fitting for the story | The headline is somewhat attention grabbing. | The headline is not attention grabbing. |
| **Content Knowledge** | The article demonstrates the student has a thorough understanding of the scientific concept and addresses all the questions. | The article demonstrates the student has a sufficient understanding of the scientific concepts but does not answer all three questions thoroughly. | The article demonstrates the student has a general understanding of the scientific concept, but does not address all aspects of the questions given. | The article demonstrates the student has little or no understanding of the scientific concept which he or she is writing about. |
| **Supporting Details** | The writer includes several supporting details that help the reader develop a clear understanding of the topic | The writer includes several supporting details that help the reader develop a general understanding of the topic. **FIX** | The writer provides a few basic details that help the reader develop a general understanding of the topic. **FIX** | The writer provides few or no supporting details within the article. |
| **Mechanics** | The article is written with exceptional quality; it reads smoothly and holds the reader’s attention throughout. | The article is written with adequate quality; it reads somewhat smoothly and holds the reader’s attention. | The article is written with moderate quality; still it lacks smoothness and the ability to hold the reader’s attention. | The article is not interesting and not well written and the ideas are jumbled. |
| **Creativity and Visual Appeal** | The articles layout is visually appealing and the pictures are highly informative to the article. | The article layout is visually appealing and the pictures are fairly informative to the article. | The article layout is lacking in appeal and the pictures are barely informative to the article. | The article is not well laid out and the pictures do not add visual appeal to the reader. |
| **Technology** | Student demonstrates an advanced knowledge of the technology used in creating the product. | Student demonstrates a satisfactory knowledge of the technology used in creating the product. | Student demonstrates an adequate knowledge of the technology used in creating the product. | Student demonstrates a basic knowledge of the technology used in creating the product. |