

Adviser Evaluation Form

Staffer: _____ Date: _____

Trimester: _____ Points Earned: _____ Letter Grade: _____

Grading Scale: A's

_____ 1. Completes all assigned work on time (according to established procedures); edits and revises material promptly

Comments: _____

_____ 2. Meet all final deadlines*

Comments: _____

_____ 3. Meets advertising requirements, quotas, callbacks to advertisers etc.

Comments: _____

_____ 4. Follows rules of interviewing, reporting, writing, editing, and photojournalism as evidenced by published work.

Comments: _____

_____ 5. Demonstrates mastery of rules of layout and design based upon completing page layouts & design with limited assistance. Comments: _____

_____ 6. Demonstrates initiative and independence; does not wait for adviser or editor to give directions in order to complete work. Comments: _____

_____ 7. Demonstrates maturity and makes ethical, responsible publishing and public relations decisions.

Comments: _____

_____ 8. Assists other students when his/her work is complete in order to assure publications meet deadlines; is a "team" player. Comments: _____

_____ 9. Does not waste time or abuse out-of-class privileges/passes, tardies, absences, or leaving work-site without permission. Comments: _____

_____ 10. Shows responsibility for supplies and materials; returns materials to proper locations; restocks supplies if needed. Comments: _____

B's Meets 8 of 10 criteria stated above--**including making all final deadlines***

C's Meets 7 of the criteria listed above--**including making all final deadlines***

D's 1. Does not meet 6 of the criteria or **has missed a final deadline***

2. Needs constant supervision and instruction

3. Causes problems for the instructor and other staffers

4. Hinders production of publication(s)

E's **Not an acceptable grade, assuming you wish to remain in the publications class**

NOTE:

Your OVERALL grade is based on an average of up to FOUR (4) components---

1. Newspaper issue grades (worth 50 points each) such as news stories; page layout; photography; other areas)

2. Yearbook Pages Assigned (50 points each spread) with deadlines during the current marking period (A or E)

3. Portfolio Inspection (MANDATORY as your trimester exam; 100 points possible)

4. Adviser Evaluation (100 points possible)

Journalism II – Desktop Publishing

Editor's Evaluation for: _____

Name of Editor _____ Date _____

INSTRUCTIONS:

Circle each of the following that describes the staff member's level of work and accomplishments. Add any positive and/or negative comments as support for the evaluation. Identify accomplishments and suggest improvements you would like to see made by the staff member.

1. Makes daily progress on my story, captions, photos, artwork and/or page layout & design and/or other assignments.
ALWAYS OFTEN
USUALLY NEVER

Comments:

2. Turns in work on time.
ALWAYS OFTEN
USUALLY NEVER

Comments:

3. Follows copy/photo/design preparation instructions.
ALWAYS OFTEN
USUALLY NEVER

Comments:

4. Collected & Provided ACCURATE facts for all copy & captions.

ALWAYS OFTEN
USUALLY NEVER

Comments:

5. I checked Stylebook and followed it.
ALWAYS OFTEN
USUALLY NEVER

Comments:

6. Double-checks all facts and quotes with my original sources doing "read backs" where applicable.
ALWAYS OFTEN
USUALLY NEVER

Comments:

7. Attended all staff meetings and retained notes and/or handouts in my portfolio.
ALWAYS OFTEN
USUALLY NEVER

Comments:

8. Maintained my personal-production portfolio updating it weekly.
ALWAYS OFTEN
USUALLY NEVER

Comments:

ADDITIONAL COMMENTS:

(Include specific incidents when you felt this staff member went beyond the call of duty to act as a part of the team or showed initiative beyond what would normally be expected of him/her.)

“FEATURE” PAGE COVERAGE & EVALUATION

PAGE EDITOR(S) _____

DATE _____

ISSUE _____ PAGE# _____

COVERAGE

1. _____ A variety of features is offered.
2. _____ Features are stimulating, interesting, entertaining and/or timely.
3. _____ Personality profiles offer realistic, newsworthy portrayals.
4. _____ Puzzles, jokes, horoscopes, and gossip columns are omitted.
5. _____ The publication covers students' interests and concerns, balanced with community-related activities.
6. _____ Polls/surveys emphasize summary results and indicate size and range of sampling and timeliness.
7. _____ Staff expands coverage of single subjects and special themes which reflect problems, actions and views of members of the school community.

BASIC PRINCIPLES

1. _____ Consistent, concise style appropriate to subject matter is utilized.
2. _____ Fairness is crucial.
3. _____ All sides of controversial issues are covered.
4. _____ Accuracy is stressed.
5. _____ People are completely identified in a consistent style.
6. _____ Paragraphs vary in length and are usually short.
7. _____ Successive paragraphs in a story do not repeat same words in the beginning.
8. _____ Sentences are clear, varied.
9. _____ Journalistic writing style is consistent.
10. _____ Attributions are used appropriately.
11. _____ Third person predominates.

STORIES IN GENERAL

1. _____ Leads vary in structure and catch reader's interest.
2. _____ Stories catch the reader's attention, are not padded with trite comments.
3. _____ Stories stick to central focus.
4. _____ Transitions are evident in stories. Quotes are used effectively.
5. _____ Objectivity is a major goal.
6. _____ Active voice verb dominates.
7. _____ Stories reflect sound interviewing techniques.
8. _____ Stories stress the “why” element.
9. _____ Stories avoid summaries of general circulation material and avoid copying previously published material.

HEADLINES/CUTLINES

1. _____ Headlines attract reader attention, reflect information.
2. _____ Headlines avoid overuse of school name, abbreviations, repetitions, split-infinitives, separation of adverbs and adjectives from verbs and nouns, separation of preposition from object.
3. _____ Varied styles of headlines can be used.
4. _____ Cutlines have impact with challenging words, phrases. The first sentence in present tense and the remaining sentences in past tense. They avoid clichéd phrases. All people are identified.
5. _____ A cutline appears with each photo.
6. _____ All photos and art are credited.

OVERALL DESIGN

1. _____ Modular or mostly modular page makeup is used throughout the publication.
2. _____ Modular is characterized by rectangular shapes—horizontal and vertical—and some squares.
3. _____ Elements—text, headlines, photos, graphics, art—are coordinated to avoid a page that is off-balanced.
4. _____ Photos, rules, headlines, and screens are heavy black or black weight.
5. _____ Text is gray weight or medium.
6. _____ Blank space, such as column gutters, is white space. Use of screens is minimal.
7. _____ Design indicates the prominence of stories and focuses attention on a major story.
8. _____ A serif typeface for text is preferred. Text is often set in either 9 or 10 point type, with leading set at one or two between the lines.
9. _____ Captions are set in either a contrasting bold or medium face.
10. _____ Tombstoning and butting heads are eliminated except when deliberately designed in packaging stories.
11. _____ Folios contain date, section identification and page number.
12. _____ Creativity and innovative ideas are indicated.
13. _____ Layout stimulates reader interest.
14. _____ A photo or piece of art should not separate a story and its headline.
15. _____ A different font should be used for headlines and remain consistent throughout the publication.
16. _____ Restraint in font usage is evident in a publication.

EDITOR –OR- ADVISER:

DATE OF EVALUATION: _____

LETTER GRADE: _____

“SPORTS” PAGE COVERAGE & EVALUATION

PAGE EDITOR(S) _____

DATE _____

ISSUE _____ PAGE# _____

COVERAGE

1. _____ Content reflects diversity of competitive team sports, individual sports and leisure activities.
2. _____ The publication gives readers information about approaching events, recalls highlights of past events with emphasis on what students do not know and information about opposing teams.
3. _____ The publication provides for well-rounded season coverage and refrains from “glamorizing.”
4. _____ May show materials about community, collegiate or professional competition geared toward informing students.
5. _____ Coverage is original and includes related interviews, personality profiles, surveys and other feature material.
6. _____ Some statistics and summaries are provided. Some briefs exist. Playoff, league and conference results are evidenced.

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4. _____ Paragraphs vary in length and are usually short.
5. _____ Successive paragraphs in a story do not repeat same words in the beginning.
6. _____ Sentences are clear, varied. Journalistic writing style is consistent.
7. _____ Attributions are used appropriately. Third person predominates.

STORIES IN GENERAL

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3. _____ Stories stick to central focus.
4. _____ Transitions are evident in stories. Quotes are used effectively.
5. _____ Objectivity is a major goal.
6. _____ Active voice verb dominates.
7. _____ Stories reflect sound interviewing techniques.
8. _____ Stories stress the “why” element.
9. _____ Stories avoid summaries of general circulation material and avoid copying previously published material.

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EDITOR –OR- ADVISER:

DATE OF EVALUATION: _____

LETTER GRADE: _____

“NEWS” PAGE COVERAGE & EVALUATION

PAGE EDITOR(S) _____

DATE _____

ISSUE _____ PAGE# _____

NEWS STORIES- COVERAGE

1. _____ Timely.
2. _____ Free of editorializing.
3. _____ Leads reflect a humanistic angle and appeal to the reader.
4. _____ Future events are alluded to in the story.

NEWS FEATURE STORIES

1. Story topics are varied and original.
2. Leads set tone and focus.
3. Quotes enhance story.
4. Stories develop a central idea.
5. Anecdotes, when appropriate, add life to stories.

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14. _____ A photo or piece of art should not separate a story and its headline.
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16. _____ Restraint in font usage is evident in a publication.

EDITOR –OR- ADVISER:

DATE OF EVALUATION: _____

LETTER GRADE: _____

PAGE DESIGN RUBRIC

NAME _____ EDITED BY _____ EDITED BY _____

PAGE# _____ ISSUE MONTH _____ DATE SUBMITTED _____

DESIGN – 20 POINTS POSSIBLE

- | | |
|--|-------------------|
| 1. Page follows proper columns or grids | 5 – 4 – 3 – 2 – 1 |
| 2. Page has a dominant graphic element | 5 – 4 – 3 – 2 – 1 |
| 3. Page has a pleasing blend of elements | 5 – 4 – 3 – 2 – 1 |
| 4. Page has unifying element(s) | 5 – 4 – 3 – 2 – 1 |

PHOTOGRAPHY/GRAPHICS/ILLUSTRATIONS – 15 POINTS POSSIBLE

- | | |
|---|-------------------|
| 5. Page uses technically superior graphics | 5 – 4 – 3 – 2 – 1 |
| 6. Photographs are cropped to reflect the subject | 5 – 4 – 3 – 2 – 1 |
| 7. FEW if ANY posed photos are used | 5 – 4 – 3 – 2 – 1 |

WRITING – 15 POINTS POSSIBLE

- | | |
|---|-------------------|
| 8. Captions/stories are properly written & edited | 5 – 4 – 3 – 2 – 1 |
| 9. Headlines are NOT titles or labels | 5 – 4 – 3 – 2 – 1 |
| 10. All photographs have captions & credits | 5 – 4 – 3 – 2 – 1 |

NOTE: PAGE DID NOT MEET THE DEADLINE SUBTRACT - 10 points

Total Points Earned: _____

Grading scale: 45 – 50 = A's
 40 - 44 = B's (needs work, but may be published after revisions)
 Below 40 = Not an acceptable grade/page must be revised

Journalism II - Desktop Publishing

SELF-EVALUATION GUIDE

Name _____ Date _____

General Self-Evaluation

(Write a brief description on the back of this form. Use additional paper as needed.)

INSTRUCTIONS:

Circle each of the following that describes your work. Add any comments as support for the evaluation. Suggest accomplishments and improvements you have made.

1. I made daily progress on my story, captions, photos, artwork and/or page layout & design and/or other assignments.

ALWAYS OFTEN
USUALLY NEVER

Comments:

2. I turned in my work on time.

ALWAYS OFTEN
USUALLY NEVER

Comments:

3. Followed copy/photo/design preparation instructions.

ALWAYS OFTEN
USUALLY NEVER

Comments:

4. Collected & Provided ACCURATE facts for all copy & captions.

ALWAYS OFTEN
USUALLY NEVER

Comments:

5. I checked Stylebook and followed it.

ALWAYS OFTEN

USUALLY NEVER

Comments:

6. I double-checked all facts and quotes with my original sources doing "read backs" where applicable.

ALWAYS OFTEN

USUALLY NEVER

Comments:

7. Attended all staff meetings and retained notes and/or handouts in my portfolio.

ALWAYS OFTEN

USUALLY NEVER

Comments:

8. Maintained my personal-production portfolio updating it weekly.

ALWAYS OFTEN

USUALLY NEVER

Comments:

ADDITIONAL COMMENTS:

(Include dates and specific incidents when you felt you went beyond the call of duty to act as a part of the team or showed initiative beyond what would normally be expected of you.)

Wayland Union High School Publications Staff Application

Name _____ Graduation Year _____

Address (City, Zip) _____

Telephone _____ Cell phone: _____

E-mail: _____

SHORT ANSWER ESSAY QUESTIONS: (TYPE your answers on a separate sheet and attach.)

- Describe something about which you feel passionate.
- What has been your best experience in high school? Your worst?
- Why do you want to be a member of the publications staff? What would you bring to the staff?
- What experience and/or interests do you have that will help the publications staff continue to produce some of the best high school publications in Michigan?
- Recognizing that Paw Prints, Cat Tales and MasterS Magazine are all STUDENT publications, how do you respond to the direction and leadership of other students who would serve as your editors?
- If you were asked to fill such a leadership role as an editor or an assistant editor on one of the publications, describe what your leadership style would be.

Please attach an example of your best work in the form of a Journalism I or II writing assignment and include it with this application package.

THERE ARE LOTS of different skills that go into putting out a great student publication, some of which are listed below. Rank your top three choices.

- _____ Writing/Reporting
- _____ Digital Photography
- _____ Illustrations/Cartooning
- _____ Business Management & Recordkeeping
- _____ Advertising & Book Sales
- _____ Computer Graphic Design
- _____ Copy Editing (This means you are EXCEPTIONALLY STRONG at spelling, composition and grammar and you HATE IT when you find stupid little mistakes in essays and articles)
- _____ Other (explain) _____

- SEE REVERSE SIDE FOR ADDITIONAL QUESTIONS -

COLLINS-STYLE News Writing Assignment Grade Sheet

Reporter(s) _____ Class Period _____

ASSIGNMENT TITLE/DESCRIPTION (SEE BACK SIDE) _____

HEADLINE _____ DEADLINE _____

Assignment may be in pencil, pen (blue or black ink only), or typed, word-processed or computer generated.

IF THIS LATE WORK WHICH IS BEING TURNED IN FOR PARTIAL CREDIT ONLY CHECK HERE _____

Completed work will not be accepted past deadline without permission of the instructor.

The instructor will establish deadlines and credit earned.

10	9	8	7	6	5
Superior	Excellent	Good	Fair	Poor	Unacceptable

1. LEAD: _____

FOCUS CORRECTION AREAS 1. Lead (Introduction) answers all or most of the 5Ws and 1H questions 2. It opens with and emphasizes the appropriate key thought; 3. It generally contains no more than two (2) sentences. OR 4. It is appropriate for this type of news article.

2. BODY: _____

FOCUS CORRECTION AREAS 1. Body captures the reader's attention through the use of colorful, striking and meaningful words and phrases. 2. The body paragraphs feature the appropriate main ideas 3. Paragraphs use effective transitions; and 4. The paragraphs make use of quotations with proper attribution for all news sources.

3. ORGANIZATION: _____

FOCUS CORRECTION AREAS 1. Writer has chosen a method of organization, appropriate to the topic of the news article, most generally inverted pyramid. 2. The writer has managed to present the material in an orderly development of words sentences and paragraphs to create a clear and unified composition following the most appropriate pattern of this type of news article.

4. MECHANICS: _____

FOCUS CORRECTION AREAS 1.) Spelling, Punctuation, Grammar 2.) Style/Usage 3.) Consistent Voice/Tone 4.) Presentation/Appearance (DOUBLE SPACE OR SKIP LINES) NOTE: It is appropriate that the assignment show evidence of editing from draft to final copy and/or on the final copy itself.

5. CONTENT: _____

OTHER AREAS OF ASSESSMENT:

1. All reporters' notes included; 2. 5Ws and 1H answer sheet; 3. All practice leads 4. First and/or second drafts.

SUB-TOTALS: _____

TOTAL: _____ /50 POSSIBLE **LETTER GRADE:** _____

Grading Scale:

E's= 29 & below
Unacceptable

D's = 30-34
Poor

C's = 35-39
Good

B's = 40-44
Better

A's --- 45 - 50
Best

Stories with scores below 35 may be **REWRITTEN with permission of the instructor** and submitted for a higher grade. The instructor will establish deadline credit earned. All work must be that of the signed author(s). Plagiarism, in any form, will result in a grade of "E" for the assignment. The instructor reserves the right to approve and/or assign co-writers.

PLEASE SEE BACK SIDE FOR BASIC STORY GUIDELINES

Mr. Salisbury's Classroom Web Site: http://www.familyeducation.com/MI/49348_Salisbury

BASIC STORY GUIDELINES

1. BASIC NEWS STORY

News stories should report but not interpret events that have news value and timeliness to the publication's readers. Either advance or follow-up stories may be included in this category.

2. NEWS ANALYSIS STORY

Stories should be interpretive in nature, not straight news stories. The elements "why" and "how" should be examined through research, but the writer's opinions should not be expressed. An analysis covers issues and problems that relate to specific events.

3. EDITORIAL

Editorials should represent the opinion of the staff, editors or editorial board on a timely news matter of concern to the school, community, state, nation or world. They may express appreciation, offer interpretation or attempt to deal with problems. Editorials are not to be bylined, signed or initialed, or in any way identified as being the opinion of the writer(s).

4. BYLINED OPINION ARTICLE (Column/Commentary/Review)

Articles of personal opinion, which carry the byline of the writer(s) may comment on any subject of interest (including sports) and/or concern to the readers, or may express dissent from the majority opinion expressed in editorials. Reviews should present opinions, observations and evaluations of films, books, television, recordings, concerts, plays, restaurants and other things of interest to the paper's readers.

5. IN-DEPTH FEATURE STORY

This is a single story. It may not contain a sidebar or info-graphic. The story must stand on its own. This is not a spread or a special section. Entries should concern subjects of a substantive and contemporary nature and go beyond the surface facts, give the reader detailed back-ground information with interpretation based upon the facts and background information and often (but not necessarily) an analysis as to its meaning. It is an elaboration of the WHY. Multiple sources are necessary.

6. INFORMATIVE FEATURE STORY

This is a single story, which should inform or instruct. Facts are obtained from research, interviews and observations.

7. HUMAN INTEREST FEATURE STORY

Human-interest features appeal to the emotions of the reader with inspiration, motivation, pathos or humor and often make effective use of quotes. Enter descriptive, personal experience or accomplishment, or humor in this category.

8. PERSONALITY PROFILE FEATURE STORY

The personality profile captures the life, interests, and accomplishments of well-known or interesting people, based on interviews of the individual and others close to the individual. The subject(s) should have experiences, thoughts and accomplishments worth reporting. Anecdotes add to the personality profile. The basic question to be answered is "Who is this person REALLY?"

9. SPORTS FEATURE STORY

Stories may include personality profile, informative, interpretive (why), and/or human-interest features specifically related to sports. (See categories 5-6-7-8)

10. SPORTS NEWS STORY

Sports news stories may include general sports news or sports events and are constructed in news style. The emphasis should be placed on an objective interpretation for the readers as to WHY and/or HOW the team won or lost. Writers may be partisan, but not biased,

Publications Staff Contract

Student-Parent-Advisor Agreement & Evaluation Policy

In order to create the best working relationship between all those involved, it is important that we all agree on a given set of consistent expectations from the beginning. Please consider the following expectations, initial each of those to which you agree, sign, and return promptly.

____Parent 1. I grant permission for my child to leave and/or drive off-campus on publications related errands, relieving the school district and advisor of all responsibility.

____Parent 2. I understand that my child will need to devote time outside of class to the completion of assigned tasks required to meet the deadlines for this course.

____Parent 3. I understand that my child will be working with certain specialized equipment and supplies, such as word processors, computers, printers, computer disks, cameras, darkroom equipment, light tables, etc., and that he/she will be held responsible for any damages, loss of , and/or waste due to their negligence.

____Parent 4. I understand that if my child expects to be absent from a staff meeting, class session, or is going to be unable to complete any publication related assignments, or meet his/her deadlines, that it is their responsibility to notify the advisor and publication editor(s) prior to the meeting, class, or assignment deadline takes place.

____Parent 5. I understand that my child will be responsible for assisting with financial aspects of the publication, including fund-raising, advertising sales, properly handling certain monies, as well as publication sales and distribution.

____Student 1. I understand I may be asked to leave and/or drive off-campus for staff related assignments, and I pledge to behave responsibly, remembering that I am representing myself, my staff, and my school.

____Student 2. I am fully aware that I may be asked to devote outside time in order to complete the assigned tasks which I may be given by deadline times for this course. I fully commit myself to making those times available and completing my assigned deadlines.

____Student 3. I understand the importance of the publication's equipment and supplies and I pledge to treat them and all classroom materials with respect. Should I neglect, abuse, lose, damage, or waste any or all materials provided for staff use, I will repair or replace them at my own expense.

____Student 4. I understand the importance of attending all staff meetings, classes, and outside assignments or events necessary to complete my assignments properly. I promise to inform the advisor and my editor(s) if I am unable to attend these activities or meet my deadlines, so alternate plans can be made. I understand this may affect my grade as well.

____Student 5. I understand that I may be asked to help with the financial aspects of the publication, including fund-raising activities, properly handling certain monies, advertising sales, publication sales and distribution , etc.. I pledge to fully, honestly, and properly participate in any and all activities, knowing that these too may affect my grade in this course.

In addition, we have both read and understand the attached guidelines:

“ BASIC CRITERIA FOR EVALUATION “

Staffer's Signature

Parent/Guardian's Signature

As advisor, I understand that a staff member has other obligations and responsibilities beyond this publications class. Therefore, I will work individually with each staffer to make sure that he/she fully understands the commitment that is being asked of them prior to their assuming any of the responsibilities inherent in this course. I want an open line of communications between staffers, editors, parents, and myself. Please feel free to contact me during my planning/conference period; or I will be glad to meet with you by appointment.

Please call the high school main office or Guidance Department. Thank you for your cooperation in making this the best year ever!

-Jeff Salisbury-Wayland Union HS Publications Advisor

Basic Criteria for Evaluation of Publications Staffers

Personal Characteristics:

1. Displays a cooperative attitude with other staffers and the adviser.
2. Exhibits a sense of responsibility toward staff, adviser, the publication, and the equipment provided for staff use.
3. Attends class regularly, on time and completes assignments on time.
4. Utilizes good interviewing skills: Is thorough, organized, courteous.
5. Exhibits determination in completing all assignments as directed.
6. Shows a willingness to help out others in completing their tasks.
7. Willingly devotes out-of-class time to completing tasks on time.
8. Consistently meets all assigned deadlines.

Reporting/Business Skills:

1. Seeks information from all available sources.
2. Plans interview, meetings, and calls in advance, including questions.
3. Takes and retains good notes from interviews, meetings, and calls.
4. Uses follow-up questions. Is polite, but persistent.
5. Writes story/captions (or completes other paperwork) as soon as possible after the interview, photo opportunity, news event, or call.
6. Effectively uses research materials as needed.
7. Uses time wisely; does not wait until the last minute and does not waste time in class.
8. Treats the classroom as a "job site." Does not leave without express permission of the editor-in-chief and/or adviser.

Writing/Desktop Publishing Skills:

1. Uses good grammar, spelling, and punctuation; follows the stylebook.
2. Edits and then proofreads carefully, making any and all corrections and/or completes rewrites of all work promptly.
3. Writes effective "news-English" style copy, captions, and headlines.
4. Effectively follows, as taught, basic page-design principles.