

BROADCAST BROADCAST



2016-17 Evaluative Criteria Booklet

Virginia High School League
1642 State Farm Blvd.
Charlottesville, VA 22911
434-977-8475 / 434-977-5943 (fax)
www.vhsl.org

School: _____

Name of Broadcast: _____

Rating: Superior / Excellent / Good / Needs Improvement

ADOPTION OF BROADCAST EVALUATION SERVICE

Interest in broadcast evaluations for VHSL member schools began in the early 2000s. Although there were some exploratory discussions at that time, the new service evolved from Scholastic Publications Advisory Committee discussions beginning in 2010.

The committee included Shannon Dalton, yearbook adviser at Carroll County High School; Beth Hoer, newspaper adviser at Bethel High School; Trish Lyons, yearbook and newspaper adviser at Deep Run High School; Linda Parks, newspaper, magazine and yearbook adviser at Northumberland High School; Pat Rose, newspaper adviser at Eastern Montgomery High School; and Leslie Stevens, yearbook adviser at Turner Ashby High School. Cheryl DeVincentis, broadcast adviser at South County High School; Beth Skaggs, yearbook adviser at Osbourn Park High School; and Susan Sullivan, magazine adviser at Oakton High School also took part in the revision stage of the initial drafts. Lisa Giles, VHSL assistant director, facilitated the process.

STATEMENT OF PURPOSE

The purpose of the Virginia High School League's Broadcast Evaluation Service is to facilitate improvements in Virginia high school broadcasts. The evaluator's comments and suggestions should be used primarily as guidelines to increase the effectiveness of scholastic broadcasts.

Your evaluation is a critique from another qualified person's perspective. That perspective includes many variables -- education, experience, trends and even subjective preference. When submitting a publication for critique, there is an expectation of acceptance of results, whether or not you agree with or choose to implement them.

VHSL recommends that you submit you broadcast to other evaluation services in addition to the League's for additional comments and suggestions.

BROADCAST EVALUATION SERVICE ENTRY POLICY

Broadcasts submitted for entry in the VHSL Broadcast Evaluation Service are considered officially entered only if the following conditions are met:

1. The VHSL Broadcast Evaluation registration form has been completed.
2. One copy of any three representative airings of the broadcast produced that school year have been submitted. Broadcasts must be submitted on a single DVD or as a direct web link. Broadcasts must be labeled with a title and original air date. Each broadcast may be no longer than 15 minutes in length.
3. Submission of work to this contest certifies that the work was created entirely by students and shared with a student audience.
4. The correct entry fee accompanies the entry.
5. The entry is RECEIVED by June 15 deadline and received no later than June 22.

For additional information contact VHSL at 434-977-8475 or by e-mail at lgiles@vhsl.org

VHSL awards are presented annually at the VHSL Regional Media Championship. Publications are evaluated by out-of-state evaluators who are experts in scholastic publications: Ann Bertoldie and Eva Coleman.

STUDENT BROADCAST: Work on a student broadcast should be one of the most challenging academic experiences a high school provides. Students not only learn to write and produce video for an authentic audience from original research, but they also receive training in editing, video production, videography, reporting, anchoring, technology skills and business management. Beyond that, students develop responsibility, dependability, leadership, teamwork and ethical decision making. The product should be student produced, under the training and supervision of the adviser and other professionals. Since the purpose of the VHSL's program is to encourage schools to produce quality student broadcasts, work done by individuals other than students must be clearly identified.

SPECIAL NOTE: No broadcast will be rated, nor will it receive an award if it uses obscene graphics or language (whether obvious, coded or disguised). No broadcast containing plagiarized or libelous material will be rated, nor will it receive an award. Broadcasts should indicate that permission was given for use to copyrighted material (for example: used with permission by Associated Press).

GENERAL STIPULATIONS

On the following pages the evaluator will mark "Superior," "Excellent," "Good," or "N/I" (Needs Improvement) for each specific point as it pertains to your broadcast.

The categories are as follows:

1. Content and Coverage
2. Writing
3. Production Design
4. Technical Quality
5. Anchoring and Reporting
6. General

The evaluation in each category will be separate.

The broadcast will also be rated in each category as to the overall quality of work relating to that evaluation criteria:

Superior / Excellent / Good / Needs Improvement

The rubric shall be used as a guide, not a score card. Evaluation is not based on a point system. The check marks denoting Superior, Excellent, Good and Needs Improvement are ratings, not rankings. Ratings are defined as relative standings. Therefore, the final cumulative ranking given to the publication will be based upon, but not necessarily equal to the number of Superiors, Excellents, Goods and Needs Improvements given to the publication.

RESULTS

Good sportsmanship is expected of all VHSL activities participants and includes conduct becoming to a participant and graceful acceptance of results.

If you have legitimate concerns with the results of your evaluation (e.g. your evaluation is incomplete), the League may review your evaluation. Please provide the League with a detailed letter stating your concerns and a copy of your Evaluative Criteria Booklet via e-mail, mail or fax within 14 days of the posted results.

Please note that disagreeing with the judge's findings is not justification for review and remember that the primary purpose of an evaluation is to provide information to a staff that will help it to improve its publication. Awards are secondary.

EVALUATOR: QUESTIONS AND SCORING

Please mark SUPERIOR, EXCELLENT, GOOD or N/I (needs improvement) for each SPECIFIC POINT as it pertains to the publication. Include under the COMMENTS FROM THE EVALUATOR section any ideas or suggestions you have for improvement as well as praise for those things well done. When you have completed the entire section, please circle a rating based on your overall assessment of the quality of that section.

We do expect that final ranking -- Trophy Class, First Class, Second Class and Third Class -- will match up with a majority of Superior, Excellent, Good or Needs Improvement ratings. If it does not, please provide specific justification to help advisers and staffs to understand your conclusions.

REVISED: December 2016 by VHSL Scholastic Publications Advisory Committee members Heidi Craft (Atlee HS), Taren Meekins (Glen Allen HS), Shelly Norden (Kettle Run HS), Beth Skaggs (Osborn Park HS) and Susan Sullivan (Oakton HS). Lisa Giles, VHSL assistant director, facilitated the process.

I. CONTENT AND COVERAGE

The primary job of the school broadcast is not only to cover the school fully, but also to reflect the concerns and interests of the students, both inside and outside the classroom. A proper balance should be maintained between “hard” news and entertainment, seeking out varied news sources. The faculty and administration, the alumni, the service staff, curriculum development, or events outside the immediate school environment may be of special interest to students. In-depth coverage of student attitudes and interests, as well as significant issues that affect students, should also be encouraged.

Stories should be timely. Three-week old stories are not news, unless there is a current connection. News and sports copy should emphasize future angles or information viewers do not have. Stories and packages should be varied and may include hard news, features, sports previews or analysis and commentaries.

SPECIFIC POINTS:	Superior	Excellent	Good	Needs Improvement
1. Through first-hand reporting, the broadcast furnishes students with information of interest to them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. All phases of school life are covered within their perspective of importance to the entire school community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The broadcast is arranged in an organized structure.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The broadcasts contains smooth transitions among segments and maintains a reasonable flow of information from one story to the next.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Advance stories take precedence over past events.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The broadcast is student-oriented, yet comprehensible to a non-student viewer or patron outside the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The broadcast attempts to have a balance among sources such as students, administration and faculty, local community and alumni.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Effective coverage is included for student activities with emphasis on their impact on the school and community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Coverage includes material about the school and the community as it affects students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. In-depth features show research and insight into subjects of interest and importance to the school community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. The broadcast covers out-of-school activities such as students’ jobs, social service projects and community activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. The broadcast focuses on news and not “variety.”	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Features represent a variety of approaches, such as news features, human interest stories, personality profiles and consumer reports.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Personality profiles of students, faculty and others with unique stories to tell or with unusual angles are used for viewer interest.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Anchors and reporters remain objective. All opinions are those of the subjects of the story.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Sports coverage focuses on future events and analysis emphasizing the significance of results rather than rehashing past events in play-by-play style.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I. CONTENT AND COVERAGE, CONTINUED

SPECIFIC POINTS:	Superior	Excellent	Good	Needs Improvement
17. Sports coverage is balanced to include a variety of school sports, as well as a variety of viewer-oriented features.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Interviews, personality profiles and other feature material related to sports are found in sports segments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Sports stories use active voice and colorful verbs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. A sports "commentator" is used for all opinionated sports reporting and the opinions are clearly designated as being those of the announcer and not the show.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Sports content includes at least brief coverage or scores for a variety of sports teams and schedules.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Photos and art are used throughout as stand-alone features and to illustrate stories.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. All coverage is designed to appeal to student viewers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. An introduction, teases, transitions, closers and a conclusion are used to guide the viewer through the show's content.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. The length of each package is adequate to convey the message, neither too long nor too short.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENTS FROM THE EVALUATOR:

STRENGTHS:

SUGGESTIONS FOR IMPROVEMENT:

RATING: Superior / Excellent / Good / Needs Improvement

II. WRITING

Writing for broadcasting should reflect high school journalistic practices. News stories should feature distinctive elements of the story, should be terse and crisp, and should open with interest-arousing words. Stories should be objective, accurate and carefully edited.

SPECIFIC POINTS:	Superior	Excellent	Good	Needs Improvement
1. Lead-ins emphasize the most important elements of the story, highlighting the timeliness of the news or the interesting feature angle.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. News leads are crisp, lively and written in the active voice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Leads avoid labels, dates, articles (i.e. a, an, the), the school name, as openers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. If old news has to be included, some feature or future angle is given to the story.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Editorial comment is avoided in news stories.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. In-depth stories have evidence of thorough investigation and include multiple sources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. In-depth stories reflect extensive interviewing and localization rather than copying already published material.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Feature leads capture viewer's imagination and encourage further viewing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Feature stories achieve a narrow focus or manageable subject.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. In feature stories, words are selected carefully to add color and life to stories.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Opinion stories and reviews reflect thoughtful editorial comment, oriented toward the viewer rather than the speaker.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Sports writing reflects the reporters' accurate understanding of the topic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Sports stories include play-by-play summaries, analysis, and/or predictions based on factual reporting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Sports stories are objectively written, avoiding opinion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Careful editing of verbal scripts for stories is evident.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Stories reflect extensive interviewing and attribution of sources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Stories include interesting sound bites and quotations, direct and indirect, avoiding trite, repetitive comments in favor of depth and fresh insight.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Transitions (stand-ups, voiceovers) are used to lead the viewer through the story.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. News articles avoid all use of first and second person, except in direct quotations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

II. WRITING, CONTINUED

SPECIFIC POINTS:	Superior	Excellent	Good	Needs Improvement
20. Stories avoid writer interjection (“When asked, this reporter...”).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Stories avoid overuse of school name or initials, “students,” or opinion words.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Stories include the essential news elements: who, what, when, where, why and how.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Voiceovers are written to enhance the message of the video element and not just restate the obvious.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. All people featured in video or photos are identified either through the audio track or a graphic (lower third).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Credits are used for all video, photographs, and artwork produced by anyone other than the staff at the end of the broadcast.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Names are used in a consistent style (i.e. full name, first reference; last name only, second reference).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Overuse of school name is avoided.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENTS FROM THE EVALUATOR:

STRENGTHS:

SUGGESTIONS FOR IMPROVEMENT:

RATING: Superior / Excellent / Good / Needs Improvement

III. PRODUCTION DESIGN

Effective design serves two vital functions: to clarify the content and to build an identifiable image for the broadcast. The news show should illustrate careful planning on a daily basis and overall, with attention given to visual strength, balance, variety and harmony.

SPECIFIC POINTS:	Superior	Excellent	Good	Needs Improvement
1. The opening of the broadcast establishes the broadcast's personality and creates viewer interest.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. If a theme song is used, it is not copyrighted.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Theme music, if used, helps to set an appropriate tone for the production.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. An overall design theme is present in set and graphics, which connects the broadcast's elements and is consistent from show to show.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The name of the broadcast appears and then either disappears, is condensed into a small graphic (lower third/bug) or is visible on the set.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Lower thirds are used to identify speakers (anchors, reporters, subjects).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Over-the-shoulder and full screen graphics such as charts, graphs, posters, logos, and still photos are used to enhance the content and encourage viewership, not just for their own sake.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Photographs used in graphics are sharp and cropped effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Student artwork is of high quality and reproduced well for viewing in a video format.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Fonts used in graphics are clear, easy to read, and complement the show's style or package's meaning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

III. PRODUCTION DESIGN, CONTINUED

SPECIFIC POINTS:	Superior	Excellent	Good	Needs Improvement
11. Titling used in graphics is placed appropriately on the screen, within the title safe area (does not touch the edge of the screen).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. The conclusion exhibits evidence of planning, is definite, and enhances the overall production.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Credits are included at the end of the show.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENTS FROM THE EVALUATOR:

STRENGTHS:

SUGGESTIONS FOR IMPROVEMENT:

RATING: Superior / Excellent / Good / Needs Improvement

IV. TECHNICAL QUALITY

The technical quality of a school news show is determined more by how students use the equipment they have, rather than by what kind of equipment is available to them. Both video and audio content should be clear, easy to understand, and convey the appropriate message. The broadcast should illustrate the students' knowledge and skill in working with a variety of technical tools, such as cameras, microphones, switchers, mixers, lights, editing and graphics equipment. Technical concerns should enhance rather than be the focus of the broadcast.

SPECIFIC POINTS:	Superior	Excellent	Good	Needs Improvement
1. Audio is clear and free of noise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Volume is appropriate and balanced.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Natural sound is used to enhance the meaning of packages.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Music and sound effects, if used, have a meaningful purpose and enhance the production.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Appropriate locations have been selected for packages.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Lighting is effective, avoiding backlighting, reflections, and light hits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Cameras have been white balanced.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Excessive camera movements are avoided. The subjects provide the movement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Necessary movement is smooth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. The rule of thirds is used in shot composition.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Shots are taken from the same side of the axis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Shots and angles are appropriate and varied.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Lead and head room are provided.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Close-ups are used effectively and frequently.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Switching is executed cleanly and is timed effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Edit points are clean and well timed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Continuity is maintained.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. B-roll is used to reinforce the story.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. B-roll matches the voiceover or sound on tape (SOT).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

IV. TECHNICAL QUALITY, CONTINUED

SPECIFIC POINTS:	Superior	Excellent	Good	Needs Improvement
20. Transitions (cuts, dissolves, wipes) are used appropriately.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Special effects enhance the meaning of the story and are not used for their own sake.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Graphics are clean, readable, and do not touch the edge of the screen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENTS FROM THE EVALUATOR:

STRENGTHS:

SUGGESTIONS FOR IMPROVEMENT:

RATING: Superior / Excellent / Good / Needs Improvement

V. ANCHORING AND REPORTING (ON-CAMERA PERFORMANCE)

Anchors and reporters are the faces of the news show. Since they represent the entire production team, it is important that they convey the news in a professional manner and always present themselves with integrity. Vocal delivery, eye contact, facial expressions, and body language should be appropriate to the news setting and the content of individual stories. Effective anchors and reporters are adept with the equipment they use and work as part of the team. They are the connection between the viewer and the story.

SPECIFIC POINTS:	Superior	Excellent	Good	Needs Improvement
1. Anchors and reports (talent) use good eye contact, looking directly into the lens of the camera when speaking to the viewers and focusing on the subject when interviewing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Talent uses the script or teleprompter effectively, maintaining eye contact with the camera lens.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Talent exhibits good posture and a commanding presence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Talent avoids nervous movement and mannerisms.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Talent keeps gestures to a minimum and within the camera shot.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Body language is appropriate for the message being conveyed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Facial expressions are appropriate to the message being conveyed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Facial expressions and movements are natural and sincere, with no evidence of over-acting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Talent speaks in a natural voice and volume, allowing the audio personnel to make volume adjustments as needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Talent uses good grammar, appropriate pronunciation and clear articulation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Talent uses effective vocal inflection to accurately convey meaning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Talent uses a natural, conversational delivery style, without being dramatic or stiff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Clothing is appropriate to the occasion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Jewelry is selected carefully to avoid problems with lighting and audio.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Hair is styled so the talent's face and eyes are visible.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Anchors show evidence of rapport and may engage in some (though not excessive) conversation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

V. ANCHORING AND REPORTING (ON-CAMERA PERFORMANCE), CONTINUED

SPECIFIC POINTS:	Superior	Excellent	Good	Needs Improvement
17. Transitions and commentary are interesting, appropriate and help to guide the viewer through the broadcast.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Talent is flexible, able to deal with unexpected events, and maintain the continuity of the broadcast.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Talent uses appropriate microphone handling techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENTS FROM THE EVALUATOR:

STRENGTHS:

SUGGESTIONS FOR IMPROVEMENT:

RATING: Superior / Excellent / Good / Needs Improvement

VI. GENERAL

The school news show should be a reflection of the school itself. Broadcast and journalism standards should be used to create a unique production which addresses the needs and interests of the school population.

SPECIFIC POINTS:	Superior	Excellent	Good	Needs Improvement
1. This broadcast achieves individuality.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. This broadcast serves the interests and needs of the student body.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. There is evidence of professionalism that makes the broadcast distinctive.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. If present, both sides of editorial topics are presented fairly and in good taste.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. While the broadcast has a consistent personality, each episode looks unique.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Content emphasis varies from episode to episode.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Every viewer can discover content appealing to individual interests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. The broadcast reflects excellence in reporting and news show production.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Emphasis is placed on responsible and professional journalism practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. The broadcast accomplishes the goals stated in its editorial policies or mission statement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. The broadcast avoids the use of copyrighted music, illustrations, or other work without noted permission at the end of the broadcast.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENTS FROM THE EVALUATOR:

STRENGTHS:

SUGGESTIONS FOR IMPROVEMENT:

RATING: Superior / Excellent / Good / Needs Improvement

EVALUATOR'S SUMMARY

TOTAL SCORING

	Rating			
	S	E	G	NI
I. Content and Coverage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II. Writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
III. Production Design	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV. Technical Quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
V. Anchoring and Reporting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
VI. General	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

NOTE: Please provide a final ranking of Trophy Class, First Class, Second Class or Third Class based on the individual section ratings as well as the overall rating. Generally, Superiors=Trophy, Excellents=First, etc. Please do not assign combination ratings or rankings.

EVALUATOR'S OVERALL RATING: Superior / Excellent / Good / Needs Improvement

EVALUATOR'S OVERALL RANKING: Trophy Class / First Class / Second Class / Third Class

EVALUATOR'S GENERAL COMMENTS:
