TREC 2025 DRAGUN Track Assessment Guidelines

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Track Website: TREC 2025 DRAGUN Track Guidelines

I. Overview

The **TREC 2025 DRAGUN Track** is designed to support readers in assessing the trustworthiness of online news articles. In this track, participants work on two tasks:

- ★ **Task 1: Question Generation.** Participants identify critical questions that a reader should consider when evaluating a news article's trustworthiness.
- ★ **Task 2: Report Generation.** Participants create a well-attributed, comprehensive report that provides relevant background and context, helping a reader make an informed judgment about the article's credibility. A good Task 2 report should address the important questions from Task 1.

As an **assessor**, you will **evaluate participants' questions and reports** to judge how well they help readers assess an article's trustworthiness. This involves three main responsibilities:

1. **Rubric Creation (Article Research & Criteria Development)**: For each assigned news article, you will conduct your own fact-checking and research on the article. Based on this investigation, you will develop a **rubric** – essentially **a set of key questions** or criteria that a high-quality report should address. Each question in your rubric will be accompanied by some **expected answers** with **supporting references**. This rubric represents the standard against which participant questions and reports will be evaluated.
2. **Question Evaluation**: You will assess a subset of questions submitted by participants. For each topic, you will be presented with some pairs of questions (one from the your final rubric and one from the questions submitted by participants), and you will judge how similar the two questions are, using a 4-point scale (very similar, similar, different, or very different).
3. **Report Evaluation**: You will use your rubric to evaluate how well each submitted report covers the necessary information. In practice, you will check each report to see which of your rubric answers are covered by the report's content.

Neutral Point of View: *It is important to approach the assessment neutrally. Unlike traditional fact-checking that might conclude an article is simply "true" or "false", the DRAGUN track aims to help readers form their own judgments. Your rubrics should provide multi-source context from a neutral perspective, rather than asserting an "absolute truth". You are not expected to explicitly label an article as trustworthy or not; instead, you identify what information a well-rounded report should include for the reader's benefit.*

II. Example: A News Article and Its Rubric

To understand the expected output of the assessor's first task, consider the following example. Suppose you are given a news article titled "*Wildfire apocalypse, not as usual, the media's knee-jerk take on the Canadian wildfires was all wrong*" (an opinion piece by Steve Milloy, published June 12, 2023, in *The Spectator*). The article argues that media reports falsely blamed the Canadian wildfires on climate change.

Article URL: https://thespectator.com/topic/wildfire-apocalypse-canada-climate-change/

Wildfire apocalypse, not

As usual, the media's knee-jerk take on the Canadian wildfires was all wrong

June 12, 2023 | 11:22 am
Written By: Steve Milloy

There was nothing new about springtime wildfires in Canada until the wind shifted unexpectedly last week. That shift blew smoky air all over the northern and eastern US, producing memorably apocalyptic-like orange air in New York City.

Not wanting to waste a crisis, the lamestream media jumped right in with both feet. They blamed the wildfires on the much-dreaded "climate change," scared the daylights out of everyone about the air quality and then warned that more like it was on the way unless we changed our fossil fuel-burning ways.

Not unexpectedly, the media's knee-jerk take was all wrong.

Wildfires and smoky air have always occurred wherever there are forests. At least eighteen of these dark or "yellow days" occurred in the US and Canada from 1706 to 1910. George Washington even noted in his diary the one that occurred on May 19, 1780 that reached as far south as Morristown, New Jersey.

Contrary to the climate narrative, however, the good news is that the number of wildfires and acreage burned has dramatically declined everywhere.

Canadian government data show that wildfires in Canada have been overall declining since 1980. That trend of is the opposite of the trend of increasing emissions and average global temperatures.

If "climate change" is taken to mean an upward trend in average global temperature, then it correlates with fewer, not more, wildfires in Canada and everywhere else.

Few Americans would have even heard of the Canadian wildfires had not been for the smoky air casting a pall everywhere, sending air quality indexes skyrocketing and enabling the media to do what it likes best: scaring the hell out of people.

The featured air pollutant in smoky air is something called “fine particulate matter,” basically just plain old soot. During the 1990s, the Environmental Protection Agency rebranded and weaponized soot as something called PM2.5. EPA has since claimed that (1) there is no safe level of PM2.5 that can be inhaled (2) inhaling PM2.5 can kill you within hours of inhalation and that (3) about one-in-five deaths in the US is caused by PM2.5.

Though EPA has spent almost three decades and billions of dollars inventing PM2.5 as essentially the most toxic substance known to man, PM2.5 didn’t live up to its EPA billing in New York City last week.

Per EPA’s PM2.5 modeling, New York City’s death rate should have just about doubled on June 7-8. But not a death occurred that was or could be attributed to the atrocious air.

Even EPA’s back-up expectation of an epidemic of asthma failed. While emergency room visits for asthma did uptick on June 7, the uptick was not all that much greater than a similar uptick six weeks before the wind shift to which no one paid any attention.

Though New York City has almost 8.8 million people, 10 percent for whom are reportedly asthmatic, only about 200 more visits than average were made to hospital ERs on June 7-8. Hardly apocalyptic.

Given that asthma can be an anxiety-driven condition and that the media was bent on creating as much anxiety as possible, one might fairly wonder if many-to-all of those “extra” visits were really caused by media scare-mongering. After all, asthma is caused by exposure to an allergen (a protein-containing molecule like pollen), whereas PM2.5/soot is just innocuous carbon particles.

EPA has previously conducted clinical research on people with wood smoke concentrations as high and higher than were experienced in New York City on June 7-8. Those experiments didn’t elicit so much as a cough or wheeze from any study subject.

Wildfire haze may be unusual in New York City, but it is not in the Western US and Canada. It has never caused a public health emergency before because it just doesn’t.

While reality has greatly disappointed the climate industrial complex, that has not prevented it from hand-wringing about more such events looming in the future.

But wildfires have always happened and will always happen. Same with smoky days. Ask George Washington.

If greens were sincere in their concern about wildfires (versus just pumping climate hysteria), they would call for better forest management practices that make it easier to control wildfires when they start. This means: 1) more wilderness roads to access fires earlier and more directly, 2) more logging and thinning practices to improve forest health and 3) controlled burns where needed.

No one can control the wind for the fires that do occur. But Smokey Bear was on the right track in stating: “Only you can prevent forest fires.”

By Steve Milloy

Steve Milloy is a senior legal fellow and the Energy and Environment Legal Institute and the publisher of JunkScience.com. Twitter: @JunkScience.

After reading the article and conducting research on its claims, source, and context, an assessor might create a rubric like this (individual assessors produce **unlabeled** questions; labels are added later by the primary assessor):

- [Have to know] Question 1: What should I know about the publisher of this article, The Spectator?
    - Answer 1: The Spectator is a politically conservative, right-leaning magazine.
        - Reference 1: https://en.wikipedia.org/wiki/The_Spectator
        - Reference 2: https://www.allsides.com/news-source/spectator-world-media-bias
        - Reference 3: https://mediabiasfactcheck.com/the-spectator-usa/
- [Have to know] Question 2: What should I know about the author of this article, Steve Milloy?
    - Answer 1: He is the “founder and editor of the blog JunkScience.com”.
        - Reference 1: https://en.wikipedia.org/wiki/Steven_Milloy
        - Reference 2: https://junkscience.com/who-is-steve-milloy/
    - Answer 2: He has “close and long-standing financial ties to oil companies”.
        - Reference 1: https://en.wikipedia.org/wiki/Steven_Milloy
        - Reference 2: https://www.motherjones.com/environment/2005/05/some-it-hot/
    - Answer 3: He denies the scientific consensus on climate change.
        - Reference 1: https://en.wikipedia.org/wiki/Steven_Milloy
        - Reference 2: https://www.eenews.net/articles/steve-milloy-doesnt-like-climate-bedwetters/
- [Have to know] Question 3: What is the Environmental Protection Agency (EPA)?
    - Answer 1: It is “an independent agency of the United States government tasked with environmental protection matters”.
        - Reference 1: https://en.wikipedia.org/wiki/United_States_Environmental_Protection_Agency
        - Reference 2: https://www.epa.gov/aboutepa/our-mission-and-what-we-do
    - Answer 2: It “conducts environmental assessment, research, and education”.
        - Reference 1: https://en.wikipedia.org/wiki/United_States_Environmental_Protection_Agency

- [Have to know] Question 4: What is the relationship between wildfires and climate change, according to research studies?
    - Answer 1: “Research shows that changes in climate create warmer, drier conditions, leading to longer and more active fire seasons.”
        - Reference 1: https://www.noaa.gov/noaa-wildfire/wildfire-climate-connection
        - Reference 2: https://science2017.globalchange.gov/chapter/8/
    - Answer 2: “Wildfire activity appears strongly associated with warming and earlier spring snowmelt.”
        - Reference 1: https://royalsocietypublishing.org/doi/10.1098/rstb.2015.0178
- [Have to know] Question 5: The article claims that “Canadian government data show that wildfires in Canada have been overall declining since 1980”. Is this claim accurate?
    - Answer 1: “There are fewer fires, but an increase in area burned and number of people displaced.”
        - Reference 1: https://www.cbc.ca/news/climate/canada-wildfire-data-change-1.6854186
- [Good to know] Question 6: What is the Energy and Environment Legal Institute, with which Steve Milloy is affiliated?
    - Answer 1: It is a “right-of-center nonprofit legal advocacy group”.
        - Reference 1: https://www.influencewatch.org/non-profit/energy-and-environment-legal-institute/
    - Answer 2: It “opposes environmentalist legislation”.
        - Reference 1: https://www.influencewatch.org/non-profit/energy-and-environment-legal-institute/
    - Answer 3: It is one of the groups funded by coal companies.
        - Reference 1: https://www.theguardian.com/environment/2016/jun/13/peabody-energy-coal-mining-climate-change-denial-funding
- [Good to know] Question 7: What are the known health effects of PM2.5 (fine particulate matter), according to research?
    - Answer 1: “Breathing in unhealthy levels of PM2.5 can increase the risk of health problems like heart disease, asthma, and low birth weight.”
        - Reference 1: https://www.health.ny.gov/environmental/indoors/air/pmq_a.htm
    - Answer 2: “Increased daily mortality is specifically associated with particle mass constituents found in the aerodynamic diameter size range under 2.5 microns.”
        - Reference 1: https://pubmed.ncbi.nlm.nih.gov/8875828/
- [Good to know] Question 8: Is the number of wildfires declining around the world?
    - Answer 1: “Extreme wildfires have become more frequent, more intense, and larger.”
        - Reference 1: https://www.wri.org/insights/global-trends-forest-fires

        - Reference 2: https://science.nasa.gov/earth/explore/wildfires-and-climate-change/
    - Answer 2: “The decline in global average area burned has indeed been misused to support false claims numerous times.”
        - Reference 1: https://royalsociety.org/blog/2020/10/global-trends-wildfire/
- [Nice to know] Question 9: Are springtime wildfires common in Canada?
    - Answer 1: In Canada, “most wildfires occur between April and September”.
        - Reference 1: https://www.redcross.ca/how-we-help/emergencies-and-disasters-in-canada/types-of-emergencies/wildfires/wildfires-information-facts
    - Answer 2: “A spring wildfire season is common in British Columbia.”
        - Reference 1: https://blog.gov.bc.ca/bcwildfire/spring-2024-seasonal-outlook/
- [Nice to know] Question 10: What is the relationship between PM2.5 and asthma?
    - Answer 1: “Long-term exposure to PM2.5 has significant adverse effects on childhood and adult asthma.”
        - Reference 1: https://www.sciencedirect.com/science/article/pii/S2590332224004871
    - Answer 2: Air pollution, including PM2.5, can cause asthma and other lung diseases.
        - Reference 1: https://aafa.org/asthma/asthma-triggers-causes/air-pollution-smog-asthma/
    - Answer 3: A study in 2021 “found insufficient evidence to determine the effect of PM2.5 on asthma in the indoor home environment.”
        - Reference 1: https://www.sciencedirect.com/science/article/pii/S0013935121009257
    - Answer 4: A study in 2024 found “positive correlation between PM2.5 concentration and the cumulative incidence of asthma, with a lag of 0–7 days”.
        - Reference 1: https://aaqr.org/articles/aaqr-23-08-oa-0195

How to read this rubric: In the above example, the assessor identified ten questions that a thorough report on the article should answer. Each question is labeled by importance:

- **Have to know:** Core, critical questions. Knowing the answer is essential for judging the article’s trustworthiness (it might change a reader’s perception).
- **Good to know:** Important contextual questions. Not absolutely critical, but answering them will increase a reader’s confidence in their judgment.
- **Nice to know:** Background or peripheral questions. These provide helpful context but are not crucial for most readers’ trust decisions.

For each question, the assessor provided **expected short answers** – concise facts or findings that answer the question – along with **references** (links to sources) supporting each answer. A participant’s report that addresses all the “Have to know” and most “Good to know” questions

with credible references would be considered very strong. This example illustrates the format and level of detail expected in the rubrics you will create.

III. Developing the Rubric for an Article

Your first major task is to investigate your assigned news article and **create a rubric** based on your findings. In essence, you will be performing your own fact-checking research (like writing a mini-report for yourself) and then translating that into a set of Q&A criteria. (There is an optional online self-paced training, in Section VI, that gives you hints on what aspects you can investigate for a news article.) Follow these steps to develop your rubric:

1. **Read the Article and Conduct Your Research.** Begin by reading the news article (topic) you've been assigned. During your reading, you are encouraged to conduct web searches using search engines of your preference to help you understand claims or statements, the context in which it was written (date, author, publication), and any references or sources cited in the article itself. **Keep track of your browsing history, either by keeping those tabs open or taking notes.** This investigative stage is crucial – you are essentially gathering the information that a well-informed reader should know before trusting the article. Key things to research include:
    a. **Reputation and bias** of the publisher (e.g., what do we know about the website or outlet?).
    b. **Background** of the author (expertise, affiliations, any potential agenda).
    c. **Veracity of key claims or statistics** in the article (checking if they are supported or refuted by reliable data).
    d. **Broader context**: For example, if the article is about a scientific topic or an event, find what scientific research or authoritative reports say about it.
2. **Identify the Key Issues and Questions.** Based on your research, determine what questions a comprehensive report should answer to cover all the important aspects of the article's trustworthiness. Think about it this way: after doing your research, you now know a lot about the article's claims and context – what are the most important points a reader should be aware of? For example, if the article makes a scientific claim, one question might be "What do scientific studies say about [claim]?" If the article's author has a clear bias or affiliation, a question might be, "What bias does [author name] have when reporting [subject]?" Make a list of these potential questions. Aim for **about 5 to 10 questions** per article as a guideline (there's no strict rule – some articles might need a bit more or fewer). Ensure the questions **collectively cover all major facets** of evaluating the article's trustworthiness.
3. **Formulate Clear, Focused Questions.** Now, refine the wording of each question on your list. Each question in your rubric should be clear and **focused on a single aspect**. **Avoid compound questions** that ask about multiple things at once (e.g., "Who is the author and what is their affiliation?"). Also, **avoid overly broad or vague questions** like "Is the article credible?" If a question seems too general, try tying it to a specific claim or element in the article. For example, rather than a broad "Are there other sources corroborating the article's claims?", you might ask a more pointed question about a particular claim: "Have other sources corroborated the article's claim that wildfire

frequency is declining?" Focus on what a reader needs to know versus what might simply be curiosities.

4. **Research and Draft Expected Answers for Each Question.**
    a. For every question you include in the rubric, write one or more concise **answers** that directly answer that question based on your research. An answer is usually one sentence that captures the key fact or insight the reader should learn. It should be factual and to the point. You may phrase it in your own words or quote directly from a source – if you quote, use quotation marks. The answer should be something you could imagine appearing in a well-researched report.
    b. Every answer must be backed up with **at least one reference (URL)** supporting that answer. **Each reference (URL to a web page) should independently verify the answer.** Use reliable, credible sources – prioritize things like established news outlets, academic papers, authoritative reports, or well-regarded reference sites. It's acceptable to use the same reference for multiple answers if it contains information relevant to each, but avoid overly relying on a single source for everything. Also, use **English-language text-based sources** (i.e., the answer can be derived from the text content of the web page, not pictures, audio, or videos) and sources that are likely to remain accessible (for example, a static article instead of a temporary social media post). If you find yourself needing to combine information from multiple references to answer one question, consider splitting into multiple answers, each with its own reference, so that each answer is straightforward and well-supported.
5. **Review and Refine the Rubric.** *Skip importance labels for now; they will be assigned later by the primary assessor during consolidation.* Finally, read through your entire rubric (questions, answers, references) and check for completeness and clarity:
    a. Do the questions cover all major concerns about the article's trustworthiness? Imagine someone reads the participant's report – after answering all these questions, would they feel well-equipped to decide if the original article is trustworthy?
    b. Are the questions phrased clearly, without bias or implying a judgment? (We want neutral questions. For instance, instead of "Why is this article wrong about climate change?", a neutral phrasing would be "What do scientific sources say about the cause of climate change?")
    c. Are the answers factual, concise, and fully supported by the cited references? Double-check that each reference indeed backs up the answer. If the connection isn't obvious, either clarify the answer or choose a more direct source.

Collaboration and Consolidation: Each article (topic) in this track will be assigned to **three assessors** – one **primary assessor** and two **secondary assessors**. All assessors work **independently** on the above steps to create their own unlabeled rubric (5-10 questions each) for the article. After that, the **primary assessor** will gather the rubrics from the secondaries and **fuse** them into **one final rubric of no more than 10 questions**. Use the following guidelines when assigning importance labels (i.e., how essential that question is for judging the article's trustworthiness), but the primary assessor's judgment prevails:

- Have to know: This question addresses a core aspect of trustworthiness. The answer is critical for a reader to make an informed judgment.
- Good to know: This question covers important context that strengthens a reader's confidence in their judgment, though it may not be absolutely make-or-break.
- Nice to know: This question provides useful background or additional context that is helpful but not essential. These are more like bonus information that enriches understanding.

If a question appears in all three rubrics, it's highly likely to be a "have to know" question; if it appears in two, it is probably a "good to know"; and if it appears in only one, it is likely "nice to know." Consider also the perspective of an average reader: What information must they have to evaluate the article, and what information would merely be helpful or interesting? Use these labels to prioritize the questions accordingly.

The **core goal** here is not to dream up tricky questions, but to leverage thorough research to pinpoint what information **needs to be in a good report**. In effect, you first create a research-based *mini-report* for yourself on the article, and then extract from it the questions and answers that will form your rubric. By focusing on factual findings and key trustworthiness factors, you ensure your rubric is grounded in evidence and directly tied to the track's objectives. The final rubric will then be used in question evaluation and report evaluation.

IV. Question Evaluation

For each article (topic), you (primary assessor) will assess a subset of questions submitted by participants. You will be presented with some pairs of questions (one from the final rubric and one from participants), and you will judge how similar the two questions are, using a 4-point scale (Very Similar, Similar, Different, or Very Different).

- **Very Similar**: Questions may have different wording, but answering either question provides effectively the same information to the reader. The two questions are the same exact question or two different ways of asking the same thing.
- **Similar**: Answering the questions will provide similar, but slightly different information to the reader. You can think of similar questions as attempts to interrogate the article and get to similar conclusions or information. For example, these two questions are similar because they are getting to the idea of LA Times credibility, but one is more specific:
    - Is the LA Times a credible newspaper?
    - Does the LA Times have a reputation for reporting fairly on criminal cases?
- **Different**: The answer to each question will provide different information, with possibly some overlap, to the reader. For example, you could have two questions about the same person, but asking different questions about that person, and these are different questions because they are not aiming to find out the same thing.
- **Very Different**: Answers to questions provide different information, with little to no overlap, to the reader. The two questions are asking different things.

Interpret each question in the context of the target news article to help you make sense of what the question is asking. When comparing against the rubric question, judge each participant

question **independently** of the other participant questions. There may be grey areas where you might disagree with other assessors about the particular judgment. That's OK, but be consistent in how you apply your criteria for judging.

The assessment tool for the question assessment task is at: [URL]. Each of you should have already received an email with your username and password.

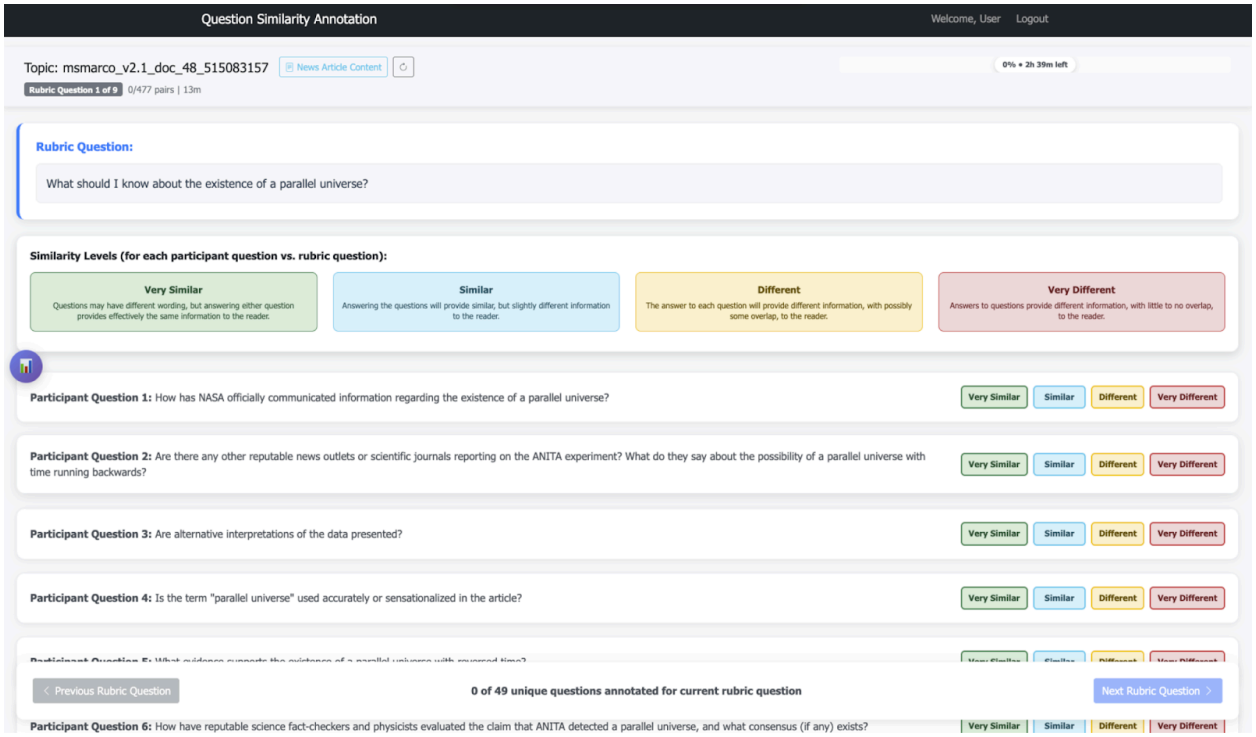

Figure 1. Question Evaluation Web Interface

How to use the web interface (shown in Figure 1)?

- The document ID of the target news article for the current topic is at the top of the window. Clicking on "News Article Content" will pop up another browser window/tab and display the text of the news article.
- The "Rubric Question" is the assessor question that you'll be comparing against the "Participant Question".
- The definition is displayed for each of the 4 judgments for question similarity (Very Similar, Similar, Different, Very Different)
- The "Participant Question" is the question that you're judging and comparing against the "Rubric Question". Click on one of the judgment buttons to the right of the Participant Question; You can change your judgments, and only the latest judgment for each question pair will be stored.
- **You will need to assess all question pairs for all the rubric questions for the topic (up to 10 rubric questions per topic).** The "Previous Rubric Question " and "Next Rubric Question" buttons at the bottom corners of the window let you switch between

rubric questions for the topic. However, the “Next Rubric Question” button is enabled only after all question pairs have been assessed for the current rubric question.
- Clicking on the multi-colored floating symbol at the center-left of the window will display all of your assigned topics and allow you to switch between topics. There are progress bars that display the number of question pairs assessed and the estimated time remaining to finish the topic. The initial estimation is not accurate. It will become more accurate when you’ve judged more questions.

V. Report Evaluation

Overview: This section outlines how to evaluate Task 2 reports using the consolidated rubric. The goal is to determine how well each submitted report covers the necessary information for judging the news article’s trustworthiness, according to your rubric. You will read the report, and then for each expected answer in the rubric, decide if the report **supports** the answer (consistent with the answer), **partially supports** the answer, has **contradictions** with the answer (inconsistent with the answer), or has **no support** or connection to the answer. To support an answer, the report should be consistent with the answer. When we say the report is “consistent with the answer,” we don’t mean it has to use the same words. We mean that the information in the report should agree with and not contradict what the answer says.

Another way to explain this is that for the DRAGUN track, the answers are effectively exemplars – good examples of the kind of information we want to see in the report – so you should check whether the report lines up with the meaning of the exemplar, not whether it copies it exactly. A report’s answer is consistent if it says the same thing in different words, or provides information that fits with the exemplar answer. The report’s answer is not consistent if it says something that disagrees with or directly contradicts the exemplar answer.

Evaluation Procedure:

1. **Use the Consolidated Rubric as a Checklist**: You will use the consolidated rubric (which contains the key questions and answers) as the basis for checking each report’s content. The organizers made some changes when extracting your rubrics from your Google documents to the assessment tool, mostly fixing typos, reranking them based on the importance labels, and splitting long answers into smaller ones. Please check your rubrics shown on the assessment tool and let the organizers know if you feel some changes are wrong.
2. **Read the report and judge it against the answers for each question in the rubric.** For **each question** in the rubric and its expected answers, select one of the following judgments:
    - **Supports:** The report provides an answer to the question that is consistent with the key elements of the rubric answer.
    - **Partial**: The report provides an answer to the question that contains some but not all of the key elements of the rubric answer.
    - **Contradicts:** The report contains information that contradicts the rubric answer. If the report *supports* or has *partial* support for the answer, but it also contradicts the answer, then you should select *contradicts*.

    - **None:** The report has no support or connection with the rubric answer. This is the default.
3. **Repeat for All Reports**: Repeat the above process for each report for the same article, evaluating it in the same manner. Once all reports for that article are done, proceed to your next assigned article.

Example: Labeling a Report

Now consider a very short report (one sentence) for the news article above:

> "*The Spectator article by Steve Milloy, a commentator known for rejecting the scientific consensus on climate change, argues that the Canadian wildfires and resulting smoke were a routine occurrence misattributed to climate change and overhyped by the media.*"

Below is a rubric question with answers from Section II:

[Have to know] Question 2: What should I know about the author of this article, Steve Milloy?

- Answer 1: He is the "founder and editor of the blog JunkScience.com". [None]
- Answer 2: He has "close and long-standing financial ties to oil companies". [None]
- Answer 3: He denies the scientific consensus on climate change. **[Supports]**

This report **directly addresses** Answer 3, as it notes Milloy is known for rejecting the climate change consensus. It does **not** mention Milloy's blog or his ties to oil companies (Answers 1 and 2). Therefore, the assessor would mark **Answer 3 as "Supports"** for this report, and leave Answers 1 and 2 as "**None"**. All other questions' answers would remain "None" as well, since this report is only relevant to Question 2. The assessor should click the "Supports" option for Answer 3, and leave the default (None) for the others.

VI. Online Self-Paced Training (Optional but Recommended)

Before or during your work on rubric creation, it's highly recommended to familiarize yourself with the verification skills that will be invaluable for this task. If you are already experienced in digital fact-checking and lateral reading, you may skim this section. Otherwise, consider completing the CTRL-F verification skills training, an online self-paced course developed by CIVIX Canada, which covers core techniques for assessing what information to trust online. The training takes approximately 2-3 hours. Use the checklist below to guide you through:

1. **Home**: Navigate to the CTRL-F student home page: https://ctrl-f.ca/en/student/home/.
    - ☐ Read the page content.
    - ☐ Watch the embedded video: Intro to Verification Skills | CTRL-F.
    - ☐ Click the "Begin" button at the bottom of the page to start the training. This will take you to the "Why Verify?" tab.
2. **Why Verify?**: https://ctrl-f.ca/en/student/why-verify/
    - ☐ Read the page content.

- ☐ Play the “FakeOut” game by clicking “Play now”.
- ☐ Watch the embedded video: CIVIX Explains: Information Pollution.
- ☐ Click “Next” to continue to the “Source” tab.

3. **Source**: https://ctrl-f.ca/en/student/source/
   - ☐ Read the page content.
   - ☐ Watch the embedded videos:
     - ☐ Investigate the Source | CTRL-F
     - ☐ Skill: Just Add Wikipedia | CTRL-F
     - ☐ Skill: Advanced Wikipedia – Bias & Agenda
     - ☐ Why Use Wikipedia? (supplemental)
     - ☐ Tips and Tricks for Using Wikipedia (supplemental)
     - ☐ Evaluating Expertise | CTRL-F
     - ☐ CIVIX Explains: Persuasive Sources
   - ☐ Go through the three examples in the “Test your skills” section.
   - ☐ Click “Learn the next skill” to continue to the “Claim” tab.
4. **Claim**: https://ctrl-f.ca/en/student/claim/
   - ☐ Read the page content.
   - ☐ Watch the embedded videos:
     - ☐ Check the Claim | CTRL-F
     - ☐ Skill: Check Other Sources | CTRL-F
     - ☐ Skill: Advanced Claim Check | CTRL-F
   - ☐ Go through the three examples in the “Test your skills” section.
   - ☐ Click “Learn the next skill” to continue to the “Trace” tab.
5. **Trace**: https://ctrl-f.ca/en/student/trace/
   - ☐ Read the page content.
   - ☐ Watch the embedded videos:
     - ☐ Trace the Information | CTRL-F
     - ☐ Skill: Click Through & Find | CTRL-F
       (You may skip the video “Skill: Search the History of an Image,” as our focus is on textual news content.)
   - ☐ Go through the first example in the “Test your skills” section *(the remaining examples involve image history and can be skipped)*.
6. Congratulations! You have completed the training!

VII. Final Words

By following this guide, you will produce a detailed rubric that encapsulates what a trustworthy analysis of the news article should include, and you will be prepared to evaluate the participants’ questions and reports with confidence and consistency. Thank you for your effort in this assessment process – your expertise is crucial to ensuring that the DRAGUN Track results in meaningful insights on how to assess news trustworthiness. Good luck with your assessments!