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| **Personality Profile Rubric**  Student Writer Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Profile Subject:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**Profile SPREAD Checklist**

**\_\_ Headline Package**

**\_\_ Byline**

**\_\_ Copy (The Article)**

**\_\_ ASF (Alterative Story Form)**

**\_\_ Lead Art (Studio or Environmental Portrait)**

**\_\_ Lead Art Caption**

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| |  |  |  |  |  | | --- | --- | --- | --- | --- | | CATEGORY | **88-100 B+-A+** | **80-87 B** | **75-82 C-B-** | **0-74 (teacher discretion)** | | **Headline package** | Headline package is clever, engaging, strong play on words or strong use of words. Headline & Deck | Headline package is accurate and engaging, but could have used words in a stronger fashion | Headline package is accurate, but lacks engaging quality | Headline package is more like a label than a headline package or does not exist | | **Lead** | Attention grabber, draws in reader, sets scene and engages reader attention | Lead details provide reader with idea of subject, giving some engagement opportunity | Lead presents information, but lacks engaging quality | Lead is weak, holds little interest, fails to draw in reader, may be more summary in nature than anecdotal or vignette | | **Biographical information** | Information provided is of high interest and relevance to the aspects of the subject being presented | Information provided is of some interest and can be somehow connected to aspects of subject being presented | Information provided seems to be a mere rundown of statistical and informational nature | Little information of any value is presented, what is presented is unimportant to the development of the story | | **Physical details** | Details given with precise imagery, simile, metaphor, observation (avoiding adjectives and redundant adverbs) | Details provided with strong imagery, simile or metaphor but adjectives and redundant adverbs are still present | Details provided contain many adjectives and adverbs, unclear imagery , similes, metaphors, appear (infrequently) | Details are lacking or are nearly all adjectives and adverbs or imagery contains mixed metaphors and simple/weak similes | | **Intangible details** | Writer provides the personality through long, storytelling quotes and accurate descriptions of the person's behavior, actions | Writer provides personality through some storytelling quotes and descriptions of some behaviors | Writer uses either storytelling quotes or descriptions of behavior, but lacks development of the other | Writer fails to use storytelling quotes or fails to describe subject's behavior with much accuracy, so reader cannot determine subject’s personality | | **Quote selection** | Quotes used help develop the story and are interesting and highly personal. Quotes are properly attributed | Quotes help develop story and seem to be relatively personal. May be issues with attribution | Some quotes do little to forward the action of the piece or develop the personality. Attribution issues | Many quotes used do little to accomplish storytelling or development of personality, piece is merely a Q&A verbatim transcript with weak questions | | **Subject selection & presentation** | Highly relatable subject can be accessed by a variety of readers | Somewhat relatable subject can be accessed by many readers | Somewhat unrelatable- seems unrealistic or flat character | Unrelatable- subject is unrealistic, underdeveloped, lacks depth, seems just like every other person in the world | | **Emotional aspect** | Reader’s emotion engaged by anecdotes and examples used throughout, provides significant life lesson | Reader’s emotion sometimes engaged through anecdotes, etc., provides good life lesson | Reader’s emotion rarely engaged because piece is not personally touching, provides a life lesson, but doesn’t do well | Reader’s emotion not engaged- story is flat and boring, life lesson is absent | | **Frame/Peg/Angle** | Approach is valid and makes sense for the subject being covered | Approach is acceptable and makes sense for the subject being covered | Approach is weak and makes only some sense for the subject being covered | Approach is lacking or has little relation to subject being covered | | **Style/Grammar** | Fewer than 3 mistakes appear in the final piece, verbs chosen are active and strong. AP Style is precise | 3-6 mistakes appear in the final piece, verbs are active and strong, but may be AP style issues | 7-10 mistakes appear in the final piece, but do not impede meaning, some passive voice creeps in | 11+ mistakes appear in the final piece, or fewer mistakes appear BUT they impede meaning, passive voice is rampant | | **Word Count** | 300-500 words, edited cleanly to eliminate wordiness, writing is precise and clean | 300-500 words, still has wordiness in 1-3 places | 300-500 words, has wordiness in multiple locations throughout story | Word count not met or excessive, wordiness takes over piece | | **Photography/Art** |  |  |  |  |   **Deadlines:**  March 11 – end of class- [rough draft of article, ASF information, design outline and concept]  March 17 – end of pub night-[ Polished article, completed ASF, Lead Photo (or art), Design complete  March 19 – end of class – Final, polished and error free spread. (See Design Rubric for details on spread requirements) |
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