**Rubric for Profile**

Name

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|  | **Excellent** | **Good** | **Developing** | **Not Yet** | **Missing** |
| **Character**  **Development** | Original, fresh character is believable,  consistent, interesting. Naming, detailing, sensory language vividly show the character without telling directly. Both personality and physical traits are well‐ defined and meaningful to understanding the character | Original character is mostly believable,  consistent, and interesting. Naming, detailing, sensory language is frequently used to avoid telling about the character directly. Both personality and physical traits are well‐defined. | Character may rely on stereotypes, or  may not be believable. Naming, detailing, and sensory language is used at times, but direct telling dominates. Personality and physical traits are present. | Character relies on stereotypes and is  shallowly drawn. Naming, detailing, and sensory language is not present. Personality or physical traits are missing. | No character  present. |
| **Setting** | Setting meaningfully adds to the  development of character. Writer uses sensory detail to vividly depict the setting. Place, time, and atmosphere are integrated naturally into the sketch, giving the reader a clear understanding of the essential place of the story. | Writer uses sensory detail  to vividly depict the setting. Place, time, and atmosphere are integrated into the sketch. | Setting is told, rather than shown with  sensory detail. Setting may be missing one or more of the essential elements: place, time, atmosphere. | Two or more elements of setting are  missing: place, time, atmosphere. Setting does not contribute to understanding the character. | No setting present. |
| **Quotations** | Quotes are natural and meaningful. They develop character, further plot, or provide important information. Quotes are thoughtfully staggered and do not interrupt the flow of the dialogue. | Quotes are natural. They develop  character, further plot, or provide important information. Quotes are staggered, but may not blend seamlessly with story being told. | Quotes may be stilted or unnatural. They  may be unnecessary, not developing character, furthering plot, or providing important information. Quotes are distracting to the reader. | Quotes are unnatural. They are used  but do not develop character, further plot, or provide important information. | No quotes  present. |
| **Organization**  **and Structure** | Has a compelling title, beginning, middle,  and end. Clear organization of the profile and of the ideas within paragraphs, growing from the writer’s purpose; sequencing of details is logical and effective. Skillful use of transition words/phrases clarify logic or flow between and within paragraphs. | Has a title, beginning, middle, and end.  Clear organization of the profile and the ideas within paragraphs; some evidence of logical sequencing is apparent. Sufficient and appropriate transition words/phrases support the logic or flow between and within paragraphs. | Needs two of the following: a title, a clear beginning, middle, or end. Some organization of the essay and the ideas within paragraphs; some ideas are grouped but with no evidence of logical sequencing. More transition words/ phrases needed to clarify logic or increase flow between and within paragraphs. | Needs a title and clear beginning, middle, and end. Little or no organization of the sketch and the ideas within paragraphs; no evidence of logical sequencing. Transition words/phrases are needed to clarify the logic or increase the flow between and within paragraphs. | N/A |
| **Style** | Precise, engaging, and sophisticated  diction (word choice) shows a strong sense of voice, audience, and purpose. Varied sentences enhance the reader’s understanding and enjoyment of the writer’s distinctive voice. | Appropriate diction shows awareness  of audience and purpose. Sentences are clear and varied, supporting the reader’s understanding but not necessarily engagement. | Diction is appropriate but reveals a  basic vocabulary with little or no awareness of the audience or purpose. Sentences are somewhat clear and varied, inconsistently supporting the reader’s understanding. | Diction is unclear, imprecise, or  inappropriate for the audience and purpose. Unvaried and unclear sentences consistently confuse the reader. | N/A |
| **Conventions** | Very few or no grammatical, usage, or  mechanical errors | Few grammatical, usage or mechanical  errors. Errors do not interfere with reader’s understanding. | Some minor but noticeable  grammatical, usage, or mechanical errors that hinder or slow a reader’s understanding. | Serious, frequent grammatical, usage,  and mechanical errors that make reading an effort. | N/A |
| **Revisions** | The author brought the profile to perfection by working through multiple drafts, making thoughtful changes to content, style, and organization, and editing and proofreading carefully. He/she was willing to make significant, “big” changes, and took risks to improve his/her writing as much as possible. The author tried lots of different options to create a powerful, effective memoir. | Thoughtful changes were made to  Content, style organization and editing. | Some changes were made, but not  Committed to improvement. | Very few changes were made. | No significant changes made to rough draft copy. |

Bonus: 5 pts. for including a picture of the person you are profiling, preferably in action.