

Name: \_\_\_\_\_ Period: \_\_\_\_\_

# MULTIMODAL DESCRIPTIVE PORTRAIT OF A FOOD, PLACE, OR PERSON

**Instructions:** For this assignment, you will be using imagery to write descriptively about a food, a place, or a person, **and** capturing your chosen subject through another **mode** of your choice. Options for the additional **mode** include: drawing, painting, photographing, sculpting, recording, interviewing, writing a song about, or recording a podcast or vlog about your subject. If you have another mode in mind, please suggest it! Your portrait (written description **and** additional mode) will be posted on your website, and you will have to comment on two classmates' projects.



**Rubric:**

	Beginning (0-6)	Getting There (7)	Got It (8-10)
Subject and Mode Selection (Prewrite)  ___/10	<b>Little to no</b> authentic interest, curiosity, or passion is demonstrated in the subject or mode chosen.	<b>Some interest</b> is demonstrated in the subject and mode chosen. <b>Thought</b> has clearly been given to the choice.	Subject is one you express <b>clear passion</b> for or interest in. It demonstrates <b>originality</b> and speaks to <b>who you are</b> . Mode selection similarly demonstrates <b>authentic interest</b> in the mode selected.
Writing Structure (Outline)  ___/10	Description consists of <b>one paragraph</b> or less. The paragraph may lack <b>organization</b> , and sentences may not <b>flow smoothly</b> .	Description consists of <b>two paragraphs</b> . Each paragraph focuses on a <b>separate main idea</b> , identified clearly in the <b>topic sentence</b> . Key Idea & Elaboration sentences follow, though <b>some</b> may be missing or underdeveloped. Concluding sentences may be <b>missing</b> , and sentences may not flow smoothly.	Description consists of <b>at least</b> three paragraphs. Each paragraph is written with a <b>clear topic sentence</b> , which states the main idea of the paragraph, followed by alternating <b>Key Idea &amp; Elaboration sentences</b> , and ending with a <b>concluding sentence</b> . Sentences <b>flow smoothly</b> with the effective use of <b>transitions</b> .
Use of Imagery and Detail (Revise)  ___/10	<b>Imagery</b> is barely present or not present at all. Description uses <b>weak</b> word choices and <b>few sensory details</b> .	Description includes <b>many</b> instances of imagery. Word choice is <b>strong in places</b> , though may be weak in places as well. <b>Plenty of details</b> are included, although it could be more thorough.	Description is <b>rich with imagery</b> , using details from <b>multiple senses</b> and <b>strong</b> word choice. Each paragraph explores a different part of the subject <b>thoroughly</b> .
Editing and Publishing  ___/10	<b>Many significant</b> , sloppy grammar, spelling, punctuation, or capitalization <b>mistakes</b> are present in the description. Description and/or additional <b>mode</b> may not be <b>uploaded to your website</b> .	Description includes <b>several significant</b> grammar, spelling, punctuation, or capitalization <b>mistakes</b> . The additional <b>mode may not have been uploaded</b> to your website, even if your description has. Your description and mode <b>may not have been made viewable</b> to two classmates and myself.	Description includes <b>few to no</b> grammar, spelling, punctuation, or capitalization <b>mistakes</b> . <b>Both</b> the description and additional <b>mode</b> are <b>uploaded to your website</b> . And your description and mode <b>have been made viewable</b> to two classmates and myself.
Additional Mode  ___/10	Additional mode demonstrates <b>little to no</b> effort. It is sloppy, or may be <b>missing</b> .	Additional mode demonstrates <b>adequate effort and time</b> .	Additional mode is <b>creative</b> and demonstrates <b>clear effort</b> . It took <b>significant time</b> to create, and <b>reveals a new aspect</b> of your subject.
Commenting  ___/10	May comment on only <b>one</b> classmate's project, or <b>none</b> . Comment(s) may not be <b>specific</b> or may not be <b>constructive</b> .	Comments on two classmate's projects, and identify <b>strengths</b> and/or <b>suggestions for improvement</b> . Comments are <b>constructive</b> , even when critical.	Both comments are <b>heartfelt and honest</b> . They each identify <b>specific</b> aspects of your classmates' projects that are <b>successful</b> and suggestions for <b>improvement</b> . Comments are <b>kind and helpful</b> , even when critical.

TOTAL: \_\_\_/60