

## Personality Profile

**The What:** After delving into what makes a great personality profile, it is your turn to develop your own. You will interview someone you are close too, so you are comfortable and relaxed when interviewing them. After all, we learned that the interview is the most important part of the personality profile.

**The Who:** I would suggest a parent, sibling or relative of some kind. I would avoid friends. You want someone to interview someone who you have known for most of your life. Plus, the older the person is, the more life they have to share.

**The When:** You will have two weeks to work on this project. Please see the project timeline on the next page. Remember, this is a major grade, so take your time. I am looking for quality.

**The Where:** The interview will need to be done outside of class, unless you want to call the person in class and do the interview over the phone; however, in-person interviews are always best. The rest of the work will be done in class, so it is important to get your interview done on time.

**The Why:** As a class, we have looked at news stories and news briefs. These types of stories are often surface-level and to-the-point. Personality profiles challenge you as a writer and interviewer to dig deeper and find out who a person is and why they are that way. It is not an easy task, but is extremely rewarding.

# Personality Profile Timeline

Day 1 (Friday, Jan. 15): Overview of project details, interviewee decision, “look for, ask for” WS (WS is a minor grade)

**\*\*WEEKEND: Interview your subject and secondary source (RECORD IT, BUT ASK PERMISSION)\*\***

Day 2 (Wednesday, Jan. 20): Transcribe your interviews, Pick the best quotes (minor grade)

Day 3 (Friday, Jan. 22): Pick your angle, ask for a photo, write your lead, carousel feedback on your lead (minor grade)

Day 4 (Tuesday, Jan.26): Draft day

Day 5 (Thursday, Jan. 28): Continue writing your profile draft, conference with Mrs.Adler

Day 6 (Monday, Feb. 1) Draft due by lunch today, Peer review after lunch (minor grade)

Day 7 (Wednesday, Feb.3): Revise profile, add picture and caption, add headline, optional conference with Mrs.Adler

Day 8 (Friday, Feb.5): Final profile due BEFORE class starts (major grade),

## **Reminder: Rules for Writing Photo Captions**

A caption is the block of text that accompanies a photo in a print or online form.

There are three parts of a caption:

- A. In the first sentence, explain what is happening in the photo in present tense. Answer the 5 Ws.
- B. The second sentence is often past tense and gives background information about the photo or the situation. The focus should be on giving interesting information to readers and telling a story.
- C. The third sentence should give a quote from a witness or someone who was involved in the activity.

## Personality Profile Rubric

Student Writer Name: \_\_\_\_\_

CATEGORY	88-100 B+-A+	80-87 B	75-82 C-B-	0-74
<b>Headline package</b>	Headline package is clever, engaging, strong play on words or strong use of words	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
<b>Lead</b>	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
<b>Biographical information</b>	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
<b>Physical details and photo</b>	Details given with precise imagery, simile, metaphor (avoiding adjectives and redundant adverbs). Student includes at least one photo of subject and a caption.	Details provided with strong imagery, simile or metaphor but adjectives and redundant adverbs are still present. Student includes one photo of the subject, but no caption.	Details provided contain many adjectives and adverbs, unclear imagery, similes, metaphors, appear (infrequently). Student doesn't include a photo.	Details are lacking or are nearly all adjectives and adverbs or imagery contains mixed metaphors and simple/weak similes. Student doesn't include a photo.
<b>Intangible details</b>	Writer provides the personality through long, storytelling quotes and accurate descriptions of the person's behavior	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
<b>Quote selection</b>	Quotes used help develop the story and are interesting and highly personal	Quotes help develop story and seem to be relatively personal	Some quotes do little to forward the action of the piece or develop the personality	Many quotes used do little to accomplish storytelling or development of personality, piece is merely a Q&A verbatim transcript with weak questions
<b>Subject selection &amp; presentation</b>	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
<b>Emotional aspect</b>	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
<b>Frame/Peg/Angle</b>	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
<b>Style/Grammar</b>	Fewer than 3 mistakes appear in the final piece, verbs chosen are active and strong	3-6 mistakes appear in the final piece, verbs are active and strong	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
<b>Word Count</b>	400-500 words, edited cleanly to eliminate wordiness, writing is precise and clean	400-500 words, still has wordiness in 1-3 places	400-500 words, has wordiness in multiple locations throughout story	Word count not met or excessive, wordiness takes over piece
<b>Scoring area</b>				

**Comments:**