

Rubric: Picture and Writing Analysis–

	Content*	Organization	Style	MUGS
4	<p>A “4” Picture Book <i>fully</i> achieves the purpose of the assignment, as the student creates a picture book with 10 pictures and 10 clearly written sentences, one per picture, that demonstrates mastery of the concept of</p> <ol style="list-style-type: none"> 1. Adjective, or 2. Adverb, or 3. Preposition. <p>Each of the 10 sentences <i>fully</i> and <i>elaborately</i> develops and integrates appropriate ideas and details that can be seen and perceived in each of the pictures.</p> <p>Each sentence demonstrates <i>insightful</i> understanding of the specific part of speech and the connections among synonyms and the details that can be perceived in each of the pictures.</p>	<p>A “4” Picture Book is <i>well-organized</i> and follows the form required, presenting 10 pictures, one per page, with one elaborate sentence per page.</p> <p>This picture book <i>consistently</i>: adheres to the topic (Adjective, Adverbs, or Prepositions); makes <i>incisive, logical</i> and <i>explicit</i> connections between each picture and the sentence that describes the picture; (Optional) and is organized according to some plan; thus, the picture book has a <i>clear</i> sense of a beginning, middle, and end.</p>	<p>A “4” Picture Book exhibits <i>superior</i> techniques to enrich meaning, such as descriptive and expressive language, precise word usage, and variations in sentence patterns.</p> <p>Its overall effect evokes an emotional response from the reader.</p>	<p>A “4” Picture Book demonstrates <i>superior</i> command of mechanics, usage, grammar, and spelling (MUGS).</p> <p>It is free of errors that interfere with the writer’s meaning.</p>
3	<p>A “3” Picture Book achieves the purpose of the assignment, as the student creates a picture book with 10 pictures and 10 written sentences, one per picture, that demonstrates general understanding of the concept of</p> <ol style="list-style-type: none"> 1. Adjective, or 2. Adverb, or 3. Preposition. <p>Each of the 10 sentences develops and integrates appropriate ideas and details that can be seen and perceived in each of the pictures.</p> <p>Each sentence demonstrates understanding of the specific part of speech and the connections among synonyms and the details that can be perceived in each of the pictures.</p>	<p>A “3” Picture Book follows the form required, presenting 10 pictures, one per page, with one sentence per page.</p> <p>This picture book adheres to the topic (Adjective, Adverbs, or Prepositions); makes <i>logical</i> and <i>explicit</i> connections between each picture and the sentence that describes the picture; (Optional) and is organized according to some plan; thus, the picture book has a general sense of a beginning, middle, and end.</p>	<p>A “3” Picture Book exhibits descriptive and expressive language, precise word usage, and a few variations in sentence patterns.</p> <p>Its overall effect evokes an emotional response from the reader.</p>	<p>A “3” Picture Book demonstrates command of MUGS.</p> <p>It may have <i>some very minor</i> errors as an unclear sentence, but generally errors do <i>not</i> detract from or interfere with the writer’s meaning.</p>
2	<p>A “2” Picture Book <i>barely</i> achieves the purpose of the assignment, as the student creates a picture book with 10 pictures and 10 sentences, one per picture, but at least 3 pictures fail to demonstrate understanding of the concept of</p> <ol style="list-style-type: none"> 1. Adjective, or 2. Adverb, or 	<p>A “2” Picture Book follows the form required, presenting 10 pictures, one per page, with one sentence per page.</p> <p>This picture book <i>fails to</i> adhere to the topic (Adjective, Adverbs, or Prepositions); it makes <i>explicit</i> connections between each picture and the</p>	<p>A “2” Picture Book exhibits some descriptive and expressive language, but fails to show precise word usage, and variations in sentence patterns.</p> <p>Its overall effect fails to evoke an emotional response from the reader.</p>	<p>A “2” Picture Book demonstrates <i>some</i> command of MUGS.</p> <p>It contains some errors that detract from or interfere with the writer’s meaning.</p>

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	<p>3. Preposition. Each of the 10 sentences develops appropriate ideas and details that can be seen and perceived in each of the pictures. At least 3 sentences fail to demonstrate understanding of the specific part of speech and the connections among synonyms and the details that can be perceived in each of the pictures.</p>	<p>sentence that describes the picture; (Optional) and is not organized according to any specific plan; thus, the picture book does not have a <i>clear</i> sense of a beginning, middle, and end.</p>		
1	<p>A “1” Picture Book <i>fails to</i> achieve the purpose of the assignment, as the student creates a picture book with 10 pictures and 10 sentences, one per picture, that fail to demonstrate mastery of the concept of</p> <ol style="list-style-type: none"> 1. Adjective, or 2. Adverb, or 3. Preposition. <p>In each of 5 sentences the student fails to develop and integrate appropriate ideas and details that can be seen and perceived in each of the pictures. In each of 5 sentences the student fails to demonstrate understanding of the specific part of speech and the connections among synonyms and the details that can be perceived in each of the pictures.</p>	<p>A “1” Picture Book is not <i>organized</i> and does not follow the form required, presenting 10 pictures, one per page, with one or more sentences per page. This picture book <i>totally fails</i> to adhere to the topic (Adjective, Adverbs, or Prepositions); it makes no <i>explicit</i> connections between each picture and the sentence that describes the picture; (Optional) and is not organized according to some plan.</p>	<p>A “1” Picture Book fails to exhibit descriptive and expressive language, some word usage is incorrect, and there are very few variations in sentence patterns. Its overall effect fails to evoke an emotional response from the reader.</p>	<p>A “1” Picture Book demonstrates <i>little or no</i> command of MUGS. Errors appear in many or nearly all sentences and interfere with the writer’s meaning.</p>

Note: MUGS: **Mechanics** (the editing rules of capitalization, punctuation, indentation, and manuscript form); **Usage** (formal and informal language influenced by region and culture); **Grammar** (knowing the structure of the language, including subject-verb agreement and pronoun case); **Spelling**.

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