

# Making a Multimodal Publication- “The Lorax” – An Environmental Issue

Teacher:

Date:

Student:

Type of Publication:

| CATEGORY               | 4  | 3   | 2  | 1  |
|------------------------|--|---|--|--|
| Writing - Organization | Each section in the brochure has a clear beginning, middle, and end.   | Almost all sections of the brochure have a clear beginning, middle and end.   | Most sections of the brochure have a clear beginning, middle and end.  | Less than half of the sections of the brochure have a clear beginning, middle and end.                                     |
| Writing - Grammar      | There are no grammatical mistakes in the brochure.   | There are no grammatical mistakes in the brochure after feedback from an adult.   | There are 1-2 grammatical mistakes in the brochure even after feedback from an adult.  | There are several grammatical mistakes in the brochure even after feedback from an adult.                                  |
| Content - Accuracy     | All facts in the brochure are accurate.  | 99-90% of the facts in the brochure are accurate.   | 89-80% of the facts in the brochure are accurate.  | Fewer than 80% of the facts in the brochure are accurate.  |
| Graphics/Pictures      | Graphics go well with the text and there is a good mix of text and graphics.   | Graphics go well with the text, but there are so many that they distract from the text.   | Graphics go well with the text, but there are too few and the brochure seems "text-heavy".   | Graphics do not go with the accompanying text or appear to be randomly chosen.   |
| Knowledge Gained       | All students in the group can accurately answer all questions related to facts in the brochure and to technical processes used to create the brochure. | All students in the group can accurately answer most questions related to facts in the brochure and to technical processes used to create the brochure. | Most students in the group can accurately answer most questions related to facts in the brochure and to technical processes used to create the brochure. | Several students in the group appear to have little knowledge about the facts or technical processes used in the brochure. |