**Titanic Research Write-up Assessment Rubric**

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|  | **4**  **Exceeds Standard** | **3**  **Meets Standard** | **2**  **Working Towards Standard** | **1**  **Does Not Meet Standard** |
| **Ideas & Content** | * Surpasses the model/example given in quality and/or quantity | * Meets the model/example given in quality and/or quantity | * Falls short of the model/example given in quality and/or quantity | * Falls far short of the model/example given in quality and quantity |
| **Organization** | * Transitions are used appropriately to enhance the reader’s understanding of the content | * Information is presented in a logical order | * Attempts at organization and use of transitions; may at times be a “list” of events or information | * Lack of coherence and/or transitions; confusing; hard to follow |
| **Voice/Word Choice** | * Word choice shows thought * Wording is natural * Vocabulary is well-developed and used with precision | * Language is generally precise and appropriate * Wording is natural, not awkward | * Language is often imprecise and/or inappropriate * Writing is wordy, awkward, and /or unnatural | * Wording is imprecise, vocabulary is often misused, and poor word choice impedes reader’s comprehension |
| **Sentence Fluency** | * Sentences show a high degree of craftsmanship * Sentences patterns are varied and effective | * Sentence structure is always correct * Sentence patterns show some variety | * Some sentences lack correct structure and/or are choppy or wandering * Sentence patterns show little variety | * Sentences often disjointed, confusing, and rambling * The writing is difficult to follow |
| **Conventions** | * Exceptionally strong control of conventions * Errors are few and minor | * Control of most writing conventions * Occasional errors do not interfere with understanding | * Limited control of conventions; frequent errors detract from content | * Frequent significant errors may impede readability |