**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
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| **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
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| **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
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| **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
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| **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
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