

**REPORT**  
**FOURTH AND FIFTH GRADE RESEARCH WRITING RUBRIC – CONTENT**

<b>LEVEL</b>	<b>TOPIC</b>	<b>EVIDENCE/SUPPORT</b>	<b>UNITY</b>	<b>ORGANIZATION</b>
<b>4</b> <b>CONSISTENT</b> <b>CONTROL</b>	<ul style="list-style-type: none"> <li>• States one topic clearly and precisely</li> <li>• Develops topic fully throughout the report with clearly stated supporting details</li> </ul>	<ul style="list-style-type: none"> <li>• Draws strong, relevant information from three or more sources</li> <li>• Chooses information from reliable and current sources</li> <li>• States all information accurately</li> </ul>	<ul style="list-style-type: none"> <li>• Stays on topic with few distracting ideas</li> <li>• Provides an effective balance of summarized material so that facts blend with opinions/connections</li> </ul>	<ul style="list-style-type: none"> <li>• Presents an effective introduction, supporting body of material, and a conclusion</li> <li>• Provides a logical progression of ideas from one to the next</li> <li>• Uses transitions to connect main ideas with support</li> </ul>
<b>3</b> <b>REASONABLE</b> <b>CONTROL</b>	<ul style="list-style-type: none"> <li>• States topic but it is less clear or precise</li> <li>• Develops topic somewhat clearly with adequate supporting details</li> </ul>	<ul style="list-style-type: none"> <li>• Draws adequate, relevant information from two or more sources</li> <li>• Chooses information from mostly reliable and current sources</li> <li>• States most information accurately</li> </ul>	<ul style="list-style-type: none"> <li>• Primarily stays on topic with some distracting ideas present</li> <li>• Provides a less effective balance of summarized material so that some topic related facts are presented with few connections/opinions</li> </ul>	<ul style="list-style-type: none"> <li>• Presents an introduction, a conclusion, and a supporting body of material with adequate grouping of related ideas</li> <li>• Generally provides a logical arrangement, but there may be small lapses</li> <li>• Uses fewer transitional words between main ideas and support</li> </ul>
<b>2</b> <b>INCONSISTENT</b> <b>CONTROL</b>	<ul style="list-style-type: none"> <li>• Suggests topic but does not state it clearly</li> <li>• Provides a few broad, general ideas or only a few relevant details so that the topic is</li> </ul>	<ul style="list-style-type: none"> <li>• Draws broad, general information from primarily one source</li> <li>• Chooses information from some reliable and current sources</li> </ul>	<ul style="list-style-type: none"> <li>• Presents some information that is inaccurate; the information distracts from the main idea</li> </ul>	<ul style="list-style-type: none"> <li>• Presents a brief introduction and conclusion, and a supporting body of material with inadequate grouping of</li> </ul>

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	<b>underdeveloped</b>	<ul style="list-style-type: none"> <li>• States some information accurately</li> </ul>	<ul style="list-style-type: none"> <li>• Provides summarized information that ineffectively balances facts with opinions</li> </ul>	<p><b>related ideas</b></p> <ul style="list-style-type: none"> <li>• Lacks a logical arrangement of progression</li> <li>• Uses too few transitions between ideas</li> </ul>
<b>1 LITTLE OR NO CONTROL</b>	<ul style="list-style-type: none"> <li>• Does not provide an evident topic</li> <li>• Selects supporting information at random so that it is difficult to understand what is being communicated</li> </ul>	<ul style="list-style-type: none"> <li>• Draws little relevant information with no sources cited</li> <li>• Chooses little information from reliable or current sources</li> <li>• States much information inaccurately</li> </ul>	<ul style="list-style-type: none"> <li>• Presents many distracting ideas, making the topic difficult to understand</li> <li>• Provides no balance of summarized facts and opinions</li> </ul>	<ul style="list-style-type: none"> <li>• Presents information at random</li> <li>• Provides little connection of ideas to support the topic</li> <li>• Uses no transitions between ideas</li> </ul>

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**FOURTH AND FIFTH GRADE RESEARCH WRITING RUBRIC – STYLE**

<b>LEVEL</b>	<b>VOCABULARY</b>	<b>AUDIENCE/PURPOSE</b>	<b>SENTENCE VARIETY</b>
<b>4 CONSISTENT CONTROL</b>	<ul style="list-style-type: none"> <li>• Uses challenging and precise vocabulary specific to the content area or topic</li> </ul>	<ul style="list-style-type: none"> <li>• Relates to an audience with a clear purpose in communicating research findings</li> <li>• Shows strong voice through sustained interest in the topic</li> </ul>	<ul style="list-style-type: none"> <li>• Uses a variety of sentence structures consistently</li> </ul>
<b>3 REASONABLE CONTROL</b>	<ul style="list-style-type: none"> <li>• Uses much vocabulary specific to the content area or topic</li> </ul>	<ul style="list-style-type: none"> <li>• Relates to an audience less clearly the purpose in communicating research findings</li> <li>• Shows some voice but interest in the topic is not as sustained or compelling</li> </ul>	<ul style="list-style-type: none"> <li>• Uses some variety of sentence structure</li> </ul>
<b>2 INCONSISTENT CONTROL</b>	<ul style="list-style-type: none"> <li>• Uses some vocabulary specific to the content area or topic</li> </ul>	<ul style="list-style-type: none"> <li>• Does not clearly communicate purpose in writing</li> <li>• Demonstrates inconsistent voice by appearing more neutral about the topic</li> </ul>	<ul style="list-style-type: none"> <li>• Uses short, simple sentences that show little variety</li> </ul>
<b>1 LITTLE OR NO CONTROL</b>	<ul style="list-style-type: none"> <li>• Uses little vocabulary specific to the content area or topic</li> </ul>	<ul style="list-style-type: none"> <li>• Shows no awareness of audience or purpose</li> <li>• Demonstrates little interest in the topic so voice is not recognizable</li> </ul>	<ul style="list-style-type: none"> <li>• Uses no variety in sentence structure</li> </ul>

**REPORT**  
**FOURTH AND FIFTH GRADE RESEARCH WRITING RUBRIC – STRUCTURE**

<b>LEVEL</b>	<b>SENTENCE FORMATION</b>	<b>MECHANICS</b>	<b>USAGE</b>
<b>4 CONSISTENT CONTROL</b>	<ul style="list-style-type: none"> <li>• <b>Consistently writes in complete sentences using standard word order</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Consistently uses punctuation, spelling, indentation, and capitalization appropriate for the grade level</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Uses correct grammar appropriate for grade level</b></li> </ul>
<b>3 REASONABLE CONTROL</b>	<ul style="list-style-type: none"> <li>• <b>Makes occasional errors in sentence formation, but errors do not distract from the meaning</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Makes occasional errors in punctuation, spelling, indentation, and capitalization which do not distract from the meaning</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Makes occasional errors in grammar but not enough to distract from the meaning</b></li> </ul>
<b>2 INCONSISTENT CONTROL</b>	<ul style="list-style-type: none"> <li>• <b>Makes frequent errors in sentence formation which distract from the meaning</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Makes frequent errors in punctuation, spelling, indentation, and capitalization which begin to distract from the meaning</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Makes frequent errors of grade level standard grammar which begin to distract from the meaning</b></li> </ul>
<b>1 LITTLE OR NO CONTROL</b>	<ul style="list-style-type: none"> <li>• <b>Displays little/ no understanding of sentence formation</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Displays little/ no understanding of appropriate punctuation, spelling, indentation, and capitalization</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Displays little/no understanding of grammar usage</b></li> </ul>

**REPORT**  
**FOURTH AND FIFTH GRADE RESEARCH WRITING RUBRIC – PRESENTATION**

<b>LEVEL</b>	<b>DOCUMENTATION</b>	<b>FORMAT OF PAPER</b>
<b>4 CONSISTENT CONTROL</b>	<ul style="list-style-type: none"> <li>• <b>Displays correct documentation of crediting primary and secondary sources</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Presents a neat and legible paper</b></li> <li>• <b>Follows required format completely</b></li> </ul>
<b>3 REASONABLE CONTROL</b>	<ul style="list-style-type: none"> <li>• <b>Displays documented primary and secondary sources with few errors</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Presents a reasonably neat and legible paper</b></li> <li>• <b>Follows required format generally</b></li> </ul>
<b>2 INCONSISTENT CONTROL</b>	<ul style="list-style-type: none"> <li>• <b>Documents sources with multiple errors</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Presents a paper that is difficult to read</b></li> <li>• <b>Makes errors in required format</b></li> </ul>
<b>1 LITTLE OR NO CONTROL</b>	<ul style="list-style-type: none"> <li>• <b>Displays no documentation of sources</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Presents a paper that is very difficult to read</b></li> <li>• <b>Does not follow required format</b></li> </ul>