

Date _____

Name _____

4/5th Information Report

Benchmark:	4-ADVANCED Advanced knowledge of grade level standards	3-PROFICIENT Proficient knowledge of grade level standards	2-BASIC Approaching Basic knowledge of grade level standards	1-BELOW BASIC Below basic knowledge of grade level standards
Organization & Focus	Strong introduction/thesis addresses the prompt in a compelling and highly interesting way <ul style="list-style-type: none"> Extensive examples, evidence, and/or details Varied or subtle transitions, sound natural, enhance the flow of the paper Strong conclusion Strong paragraphing Strongly addresses the prompt	Introduction/thesis addresses the prompt <ul style="list-style-type: none"> Adequate examples, evidence, and /or details Transitions used to fit the paragraph's purpose Appropriate conclusion Appropriate paragraphing Addresses the prompt	Unclear introduction/thesis for prompt <ul style="list-style-type: none"> Few/weak examples, evidence, and /or details Use of ordinary transitions or transitions not used effectively Weak conclusion Paragraphing attempted Inconsistently addresses the prompt	No introduction/thesis <ul style="list-style-type: none"> Few examples, evidence, and/or details No transitions or transitions not used effectively No conclusion No paragraphing Fails to address the prompt
Content	Strongly addresses the prompt	Addresses the prompt	Inconsistently addresses the prompt	Fails to address the prompt
Style	Rich vocabulary and/or figurative language appropriate to topic <ul style="list-style-type: none"> Uses a wide variety of sentences (simple, complex, compound) that fluently connect ideas Minor errors in CUPS	Familiar and descriptive vocabulary appropriate to topic <ul style="list-style-type: none"> Uses a variety of sentence structures (simple, complex, compound) Few errors in CUPS, doesn't effect understanding	Limited vocabulary and descriptions appropriate to topic <ul style="list-style-type: none"> Mostly simple sentences with repetitive beginnings Errors in CUPS distracts the reader	Simple/repeated words or phrases <ul style="list-style-type: none"> Many fragments and/or run-on sentences; several short, choppy sentences Major errors in CUPS interfere with understanding
Writing Conventions	Minor errors in CUPS	Few errors in CUPS, doesn't effect understanding	Errors in CUPS distracts the reader	Major errors in CUPS interfere with understanding
Genre	Research Report Evaluation and Revision	Research Report Evaluation and Revision	Research Report Evaluation and Revision	Research Report Evaluation and Revision

CUPS= Capitalization, Usage, Punctuation, Spelling Legible Illegible, impedes readability

Subtotal: _____ x 4 = _____ x 3 = _____ x 2 = _____ x 1 =

Overall Rubric Score:
 Circle 4 3 2 1
 (Fifth only enter Score on report card.)

Total Points: 4=24-21 3=20-15 2=14-9 1=8-6