**Grade 5: Scoring Rubric for a Non-fiction Report**

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| **Categories** | **Level> 1** | **Level.2** | **Level 3** | **Level 4** |
| **Reasoning** | **The student:** | | | |
| * complexity of the ideas and connection to the topic | * uses only simple ideas, some of which are off-topic | * uses simple ideas   that usually support the topic | * uses developed ideas that support the topic | * uses well developed   ideas that support the topic effectively |
| * understanding of the topic | * shows limited under- standing of the topic | * shows some evidence of understanding   the topic | * shows a general understanding of the topic | * shows a thorough understanding of the topic |
|  | * has a conclusion that is unclear | * has a conclusion that is not entirely clear | * has a clear conclusion that summarizes some of the ideas presented | * has a clear conclusion that summarizes all the ideas presented |
| * number and relevance of supporting   facts and details (research sources) | * based the report only on personal knowledge | * appears to have based the report mostly on a single source | * used information based on both personal knowledge and other sources | * appears to have used information from a variety of sources effectively |
| **Communication** | **In the student's report:** | | | |
| * purpose (to write a report) | * the topic is unclear and is described   with limited detail and accuracy | * the topic is identified and described with some detailand accuracy | * the topic is clearly identified and described with good detailand accuracy | * the topic is clearly identified and thoroughly and accurately described |
| * voice (appeal to the reader through content, style, or vocabulary) | * there is little evidence of the writer's voice | * there is some evidence of the writer's voice and some attempt to interest the reader | * the writer's voice is clearly evident | * the writer's voice is clear and engages the reader's interest |
| * word use and vocabulary | * only basic and unclear vocabulary is used | * the vocabulary used is limited but clear | * the vocabulary clearly conveys the meaning of the writer | * the vocabulary is extensive, clear, creative, and descriptive |
| * sentencevarietystructure,type, length) | * there is little variety in the sentences | * there is some variety in the sentences | * there is good variety in the sentences | * there is extensive variety of sentences used effectively |
| **Organization** | **The student's report:** | | | |
| * overall structure (beginning, middle, end, links) | * has no clear beginning, middle, or end | * has a beginning, a middle, and an end that are somewhat linked | * has a clear beginning, middle, and end with paragraphs linked to the main topic and an end that is linked with the beginning | * flows logically and sequentially with paragraphs that build to a conclusion |
| * paragraph structure | * contains ideas and details that are un- connected, with no paragraph structure | * includes ideas and details that are somewhat connected within the paragraph | * has paragraphs that each contain similar or linked ideas and supporting details | * has paragraphs that each contain ideas and supporting details that are logically linked |
| **Conventions** | **In the student's report:** | | | |
| * grammar, spelling, punctuation | * several major errors or omissions | * there are several minor errors or omissions | * there are only a   few minor errors or omissions | * practically no errors or omissions |
| * visual presentation (e.g.,indentations, spacing, margins, title) | * few aspects of the expected visual presentation are evident | * some aspects of the expected visual presentation are evident | * most aspects of the visual presentation are evident | * all aspects of the visual presentation are evident |



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Source: NS D.O.E.