**Wax Museum Research Paper Rubric**

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Historical Person:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **CATEGORY** | **Level 4**  **Exceeding Standard** | **Level 3**  **At Standard** | **Level 2**  **Approaching Standard** | **Level 1**  **Below Standard** |
| **States a topic W5.2a** | Begins with a compelling opening paragraph that clearly introduces the topic and centers on the big idea or focus statement | Clearly states a topic centered on a big idea or focus statement | States a vague topic not centered on a big idea or focus statement | Does not state a specific topic |
| **Structures Information**  **W5.2a** | The information is logically ordered in multiple paragraphs identified by subheadings to strengthen the big idea or focus statement. The writing clearly groups related information. | The information is organized into multiple paragraphs identified by subheadings. | The information is grouped by similar topics; however, it may not be written in multiple paragraphs. | The information is written in no particular order and may or may not be related to the big idea or focus statement. |
| **Information Sources**  **W5.2b** | The information is accurate, and it is from at least 3 relevant references that effectively develops the topic with strong facts, concrete details, quotations, or other information and examples that relate to the topic. | The information is accurate, and it is from at least 2 relevant references that somewhat develops the topic with strong facts, definitions, concrete details, quotations, and other information and examples that relate to the topic. | The information is from at least 1 reference and loosely develops the topic with strong facts, definitions, concrete details, quotations, and other information and examples that relate to the topic. | The information is not related and is irrelevant. It does not develop the topic with strong facts, definitions, concrete details, quotations, and other information and examples that relate to the topic. |
| **Conclusion**  **W5.2e** | Provides a compelling concluding paragraph that is related to the information presented | Provides an adequate concluding statement related to the information presented | Provides a minimal concluding statement related to the information presented | Does not provide a concluding statement related to the information presented |
| **Sentence Structure**  **W5.2c, W5.2d** | Uses complex and compound sentences that use precise language as well as domain specific vocabulary supported by context | Uses a majority of complex sentences that includes domain specific vocabulary | Uses a majority of simple sentences that includes general specific vocabulary | Uses a majority of incomplete simple sentences |

Teacher/Observer Comments: