**What I Want to Know Rubric**

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| WC2 - Write **INFORMATIVE/EXPLANATORY** texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. | | | |
| WC2a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. | | | |
| M | P | NM | I have written an effective thesis statement |
| M | P | NM | My introduction previews my topic and the main question I have about that topic |
| M | P | NM | My sentence fluency communicates the intended message |
| M | P | NM | I use sophisticated transitions that move my reader through my inquiry seamlessly |
| **Production and Distribution of Writing** | | | |
| WC4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) | | | |
| M | P | NM | My primary guiding question is well focused and stated |
| M | P | NM | My introduction clearly establishes the topic and the interest I have in that topic |
| M | P | NM | The sequence of information (statements) and questions is logical and effective providing clarity to the reader and creating an appropriate rhythm when read |
| M | P | NM | Transitions are effective and provide cohesion and aid in creating that rhythm |
| M | P | NM | My conclusion revisits my primary guiding question and communicates my desire to learn more about this topic |
| M | P | NM | My word choice is precise and concise and effectively communicates the questions I have and the direction I intend to take during my research |
| M | P | NM | My sentence fluency contributes to cohesion and fluency of piece, creating a readable rhythm |
| M | P | NM | I follow the rules for conventions and are appropriate for this assignment |
| M | P | NM | My voice is used to enhance the piece and convinces my audience that I have a true interest in learning more about my topic |
| WC5 - With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.) | | | |
| M | P | NM | I identified the primary role I intend to take when researching (advocate, reporter, educator). |
| M | P | NM | I considered and incorporated the feedback I received from my peers and adults who assisted me in the process of writing this piece |
| M | P | NM | I revised my writing for ideas, organization, word choice, sentence fluency, and voice producing a minimum of 4 drafts. |
| M | P | NM | I polished my writing, editing for conventions an my personal writing goals |
| **RE - Research to Build and Present Knowledge** | | | |
| RE7 - Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. | | | |
| M | P | NM | I formulated a list of questions that reflected my personal interest in this topic |
| M | P | NM | I sought information from others to assist in the development and revision of my questions |
| M | P | NM | My questions are divergent and flexible enough to allow for discovery |