Adapted NYS 5th and 6th Grade Writing Rubric

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| --- | --- | --- | --- | --- |
| Score | Content | Evidence | Organization | Grammar |
| 4 | * I can introduce a topic that is compelling and is **clearly** and **logically** connected to the task/question.
* I can write an essay that shows that I read and understood the text **very** **well. I can include inferences in my explanations.**
 | * I can write an essay that has a **developed** topic with **relevant** **well**-**chosen** facts, definitions, **concrete** details, quotations, or other information from the text.
* I can use that information **throughout** my essay and it is varied.
 | * I can write an essay with **clear** organization and the skillful use of **varied** and **appropriate** **transitions** to enhance my meaning so that my writing is **unified and whole.**
* I can use a **formal** style and use **grade** and subject-**appropriate** **sophisticated** language.
* I can write a **compelling** **conclusion** that wraps up the topic of my essay.
 | * I can write an essay that uses **grade-appropriate grammar.**
* I can write an essay that has **few** **spelling**, **grammar**, **punctuation**, or **capitalization** errors.
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| 3 | * I can introduce a topic that is connected to the task/question.
* I can write an essay that shows that I read and understood the text **well.**
 | * I can write an essay that has a **developed** topic with **relevant** facts, definitions, details, quotations, or other information from the text.
* I can use that information **throughout** my essay but it is not varied.
 | * I can write an essay with **clear** organization and **varied** and **appropriate** **transitions** so that my writing is **unified and whole.**
* I can use a **formal** style and use **grade and subject**-**appropriate** language.
* I can write a **conclusion** that wraps up the topic of my essay.
 | * I can write an essay that uses **grade-appropriate grammar.**
* I can write an essay that has **occasional spelling, grammar**, **punctuation**, or **capitalization** errors but they **do not** make my writing hard to read.
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| 2 | * I can introduce a topic that is **sort of** connected to the task/question.
* I can write an essay that shows that I read and understood the text.
 | * I can write an essay that is **partially** **developed** and has some evidence from the text, **but** **not all the evidence relates to the task/question.**
 | * I can write an essay with **clear** organization and **varied** and **appropriate** **transitions** so that my writing is **unified and whole.**
* I did **not** use a **formal** style or gradeandsubject-appropriatelanguage.
* I can write a **conclusion that generally** follows the topic of my writing.
 | * I can write an essay that uses **almost** grade-appropriate grammar.
* I have **some** **spelling, grammar**, **punctuation**, or **capitalization** errors that **sometimes** make my writing **hard** **to read.**
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| 1 | * My writing introduces a topic that is **not** connected to the task/question.
* My writing shows that I understood the text a tiny bit.
 | * My writing **attempts** to use **some** evidence but that evidence **does not relate to the task/question.**
 | * I **attempt to use** organization with **some** transitions.
* I **do not** use a **formal** style and **do not** use **grade and subject**-**appropriate** language.
* I wrote a **conclusion** that does **not** wrap up my writing.
 | * I **do not use** grade-appropriate grammar.
* I have **many** **spelling, grammar**, **punctuation**, or **capitalization** errors that make my writing **hard** **to read.**
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| 0 | * My writing shows that I **did not** understand the task/question or the text.
 | * **My writing did not include any** evidence that relates to the task/question.
 | * My writing is **not** organized.
* I use language that **does not make sense**.
* **I did not write** a conclusion.
 | * I **do not use** appropriate grammar. People are not able to read my writing.
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