

## Adapted NYS 5<sup>th</sup> and 6<sup>th</sup> Grade Writing Rubric

Score	Content	Evidence	Organization	Grammar
4	<ul style="list-style-type: none"> <li>I can introduce a topic that is compelling and is <b>clearly</b> and <b>logically</b> connected to the task/question.</li> <li>I can write an essay that shows that I read and understood the text <b>very well</b>. <b>I can include inferences in my explanations.</b></li> </ul>	<ul style="list-style-type: none"> <li>I can write an essay that has a <b>developed</b> topic with <b>relevant well-chosen</b> facts, definitions, <b>concrete</b> details, quotations, or other information from the text.</li> <li>I can use that information <b>throughout</b> my essay and it is varied.</li> </ul>	<ul style="list-style-type: none"> <li>I can write an essay with <b>clear</b> organization and the skillful use of <b>varied</b> and <b>appropriate transitions</b> to enhance my meaning so that my writing is <b>unified and whole</b>.</li> <li>I can use a <b>formal</b> style and use <b>grade</b> and subject-<b>appropriate sophisticated</b> language.</li> <li>I can write a <b>compelling conclusion</b> that wraps up the topic of my essay.</li> </ul>	<ul style="list-style-type: none"> <li>I can write an essay that uses <b>grade-appropriate grammar</b>.</li> <li>I can write an essay that has <b>few spelling, grammar, punctuation, or capitalization</b> errors.</li> </ul>
3	<ul style="list-style-type: none"> <li>I can introduce a topic that is connected to the task/question.</li> <li>I can write an essay that shows that I read and understood the text <b>well</b>.</li> </ul>	<ul style="list-style-type: none"> <li>I can write an essay that has a <b>developed</b> topic with <b>relevant</b> facts, definitions, details, quotations, or other information from the text.</li> <li>I can use that information <b>throughout</b> my essay but it is not varied.</li> </ul>	<ul style="list-style-type: none"> <li>I can write an essay with <b>clear</b> organization and <b>varied</b> and <b>appropriate transitions</b> so that my writing is <b>unified and whole</b>.</li> <li>I can use a <b>formal</b> style and use <b>grade and subject-appropriate</b> language.</li> <li>I can write a <b>conclusion</b> that wraps up the topic of my essay.</li> </ul>	<ul style="list-style-type: none"> <li>I can write an essay that uses <b>grade-appropriate grammar</b>.</li> <li>I can write an essay that has <b>occasional spelling, grammar, punctuation, or capitalization</b> errors but they <b>do not</b> make my writing hard to read.</li> </ul>
2	<ul style="list-style-type: none"> <li>I can introduce a topic that is <b>sort of</b> connected to the task/question.</li> <li>I can write an essay that shows that I read and understood the text.</li> </ul>	<ul style="list-style-type: none"> <li>I can write an essay that is <b>partially developed</b> and has some evidence from the text, <b>but not all the evidence relates to the task/question</b>.</li> </ul>	<ul style="list-style-type: none"> <li>I can write an essay with <b>clear</b> organization and <b>varied</b> and <b>appropriate transitions</b> so that my writing is <b>unified and whole</b>.</li> <li>I do <b>not</b> use a <b>formal</b> style or grade and subject-appropriate language.</li> <li>I write a <b>conclusion that generally</b> follows the topic of my writing.</li> </ul>	<ul style="list-style-type: none"> <li>I can write an essay that uses <b>almost</b> grade-appropriate grammar.</li> <li>I have <b>some spelling, grammar, punctuation, or capitalization</b> errors that <b>sometimes</b> make my writing <b>hard to read</b>.</li> </ul>
1	<ul style="list-style-type: none"> <li>My writing introduces a topic that is <b>not</b> connected to the task/question.</li> <li>My writing shows that I understood the text a tiny bit.</li> </ul>	<ul style="list-style-type: none"> <li>My writing <b>attempts</b> to use <b>some</b> evidence but that evidence <b>does not relate to the task/question</b>.</li> </ul>	<ul style="list-style-type: none"> <li>I <b>attempt to use</b> organization with <b>some</b> transitions.</li> <li>I <b>do not</b> use a <b>formal</b> style and <b>do not</b> use <b>grade and subject-appropriate</b> language.</li> <li>I write a <b>conclusion</b> that does <b>not</b> wrap up my writing.</li> </ul>	<ul style="list-style-type: none"> <li>I <b>do not use</b> grade-appropriate grammar.</li> <li>I have <b>many spelling, grammar, punctuation, or capitalization</b> errors that make my writing <b>hard to read</b>.</li> </ul>
0	<ul style="list-style-type: none"> <li>My writing shows that I <b>did not</b> understand the task/question or the text.</li> </ul>	<ul style="list-style-type: none"> <li><b>My writing did not include any</b> evidence that relates to the task/question.</li> </ul>	<ul style="list-style-type: none"> <li>My writing is <b>not</b> organized.</li> <li>I use language that <b>does not make sense</b>.</li> <li>I <b>do not write</b> a conclusion.</li> </ul>	<ul style="list-style-type: none"> <li>I <b>do not use</b> appropriate grammar. People are not able to read my writing.</li> </ul>

