Adapted NYS 5th Grade Writing Evaluation Rubric

| Score | Content | Evidence | Organization | Grammar |
| --- | --- | --- | --- | --- |
| 4 | * My writing introduces a topic that is **clearly** and **logically** connected to the task/question and my topic is clear.
* My writing shows that I read and understood the text **very** **well.**
 | * My writing has a **developed** topic with **relevant**, **well**-**chosen** facts, definitions, **concrete** details, quotations, or other information from the text.
* I use that information **throughout** my essay and it is varied.
 | * My writing is **clearly** **organized**, **purposeful**, **makes sense**, and I use **varied** sentence lengths.
* I use fifth grade **appropriate** words and phrases that **link ideas** together.
* I use a **conclusion statement** that is **clearly** connected to my topic and information.
 | * I use **fifth grade appropriate grammar.**
* I have **few** spelling, **grammar**, **punctuation**, or **capitalization** errors.
 |
| 3 | * My writing introduces a topic that is **clearly** connected to the task/question and my topic is clear.
* My writing shows that I read and understood the text **well.**
 | * My writing has a **developed** topic with **relevant**, facts, definitions, details, quotations, or other information from the text.
* I use that information **throughout** my essay but it is not varied.
 | * My writing is **clearly organized**, **makes sense**, and I use **varied** sentence lengths.
* I use fifth grade **appropriate** words and phrases that **link ideas** together.
* I use a **conclusion** that is connected to my topic and information.
 | * I use **fifth grade appropriate grammar.**
* I have **occasional** spelling, grammar, **punctuation**, or **capitalization** errors but they **do not** make my writing hard to read.
 |
| 2 | * My writing introduces a topic that is **sort of** connected to the task/question.
* My writing shows that I read and understood the text.
 | * My writing has a **partially** **developed** and some evidence from the text, **not all is relevant**.
* I use that information **unevenly** my essay.
 | * My writing **attempts to be** **organized**, **makes some sense.**
* **Some** words I use are not at the fifth grade level and **sometimes link** my ideas together.
* I use a **conclusion** **that sort of** goes with my topic.
 | * I use **almost** fifth grade appropriate grammar.
* I have **some** spelling, grammar, **punctuation**, or **capitalization** errors that **sometimes** make my writing **hard** **to read.**
 |
| 1 | * My writing introduces a topic that is **not** connected to the task/question.
* My writing shows that I **did not** understand the text.
 | * My writing **attempts** to use **some** evidence but that evidence is **not relevant.**
 | * My writing is **not very organized**.
* **Most** words I use are not at the fifth grade level and **don’t link** my ideas together.
* I use a **conclusion** that does **not** **make sense** or go with my topic.
 | * I use **do not use** fifth grade appropriate grammar.
* I have **many** spelling, grammar, **punctuation**, or **capitalization** errors, that make my writing **hard** **to read.**
 |
| 0 | * My writing shows that I **did not** understand the task /question or the text.
 | * I **did not show any** evidence that is relevant.
 | * My writing is **not organized, does not** make sense.
* I **do not link** words or phrases.
* **I do not have a conclusion.**
 | * I **do not use** appropriate grammar or **you cannot read my writing.**
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