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.** |