Adapted NYS 6th 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.
 | * I use **clear** organization with **varied** and **appropriate** **transitions** to enhance my meaning, so that my writing is **unified and whole.**
* I use a **formal** style, and use **grade** and subject-**appropriate,** **sophisticated** language.
* I use a **compelling** **conclusion** that wraps up the topic of my essay.
 | * I use **sixth- 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.
 | * I use **clear** organization with **varied** and **appropriate** **transitions**, my writing is **unified and whole.**
* I use a **formal** style, and use **grade and subject**-**appropriate** language.
* I use a **conclusion** that wraps up the topic of my essay.
 | * I use **sixth-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.
 | * I use **clear** organization with **varied** and **appropriate** **transitions**, my writing is **unified and whole.**
* I do **not** use a **formal** style or gradeandsubject-appropriatelanguage.
* I use a **conclusion that generally** follows the topic of my writing.
 | * 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.**
 | * I **attempt to use** organization with **some** transitions.
* I use a **formal** style, and use **grade and subject**-**appropriate** language.
* I use a **conclusion** that does **not** wrap up my writing.
 | * 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.
 | * I use **no** **evidence** of organization.
* I use language that **does not makes sense**.
* **I do not use** a conclusion.
 | * I **do not use** appropriate grammar or **you cannot read my writing.**
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