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** sixth 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** sixth 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 make sense**. * **I do not use** a conclusion. | * I **do not use** appropriate grammar or **you cannot read my writing.** |