



# Self-Assessment

5<sup>th</sup> and 6<sup>th</sup> Grade Writing

# Getting to know the NYS Rubric

- ▶ There are four categories:
  - ▶ Content
  - ▶ Evidence
  - ▶ Organization
  - ▶ Grammar
- ▶ The next few slides show what a full score essay on the rubric looks like.

# The Rubric

Adapted NYS 5<sup>th</sup> Grade Writing Evaluation Rubric

Score	Content	Evidence	Organization	Grammar
4	<ul style="list-style-type: none"> <li>My writing introduces a topic that is <b>clearly</b> and <b>logically</b> connected to the task/question and my topic is clear.</li> <li>My writing shows that I read and understood the text <b>very well</b>.</li> </ul>	<ul style="list-style-type: none"> <li>My writing 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 use that information <b>throughout</b> my essay and it is varied.</li> </ul>	<ul style="list-style-type: none"> <li>My writing is <b>clearly organized, purposeful, makes sense</b>, and I use <b>varied</b> sentence lengths.</li> <li>I use fifth grade <b>appropriate</b> words and phrases that <b>link ideas</b> together.</li> <li>I use a <b>conclusion statement</b> that is <b>clearly</b> connected to my topic and information.</li> </ul>	<ul style="list-style-type: none"> <li>I use <b>fifth grade appropriate grammar</b>.</li> <li>I have <b>few</b> spelling, <b>grammar, punctuation, or capitalization</b> errors.</li> </ul>
3	<ul style="list-style-type: none"> <li>My writing introduces a topic that is <b>clearly</b> connected to the task/question and my topic is clear.</li> <li>My writing shows that I read and understood the text <b>well</b>.</li> </ul>	<ul style="list-style-type: none"> <li>My writing has a <b>developed</b> topic with <b>relevant</b>, facts, definitions, details, quotations, or other information from the text.</li> <li>I use that information <b>throughout</b> my essay but it is not varied.</li> </ul>	<ul style="list-style-type: none"> <li>My writing is <b>clearly organized, makes sense</b>, and I use <b>varied</b> sentence lengths.</li> <li>I use fifth grade <b>appropriate</b> words and phrases that <b>link ideas</b> together.</li> <li>I use a <b>conclusion</b> that is connected to my topic and information.</li> </ul>	<ul style="list-style-type: none"> <li>I use <b>fifth grade appropriate grammar</b>.</li> <li>I have <b>occasional</b> spelling, grammar, <b>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>My writing introduces a topic that is <b>sort of</b> connected to the task/question.</li> <li>My writing shows that I read and understood the text.</li> </ul>	<ul style="list-style-type: none"> <li>My writing has a <b>partially developed</b> and some evidence from the text, <b>not all is relevant</b>.</li> <li>I use that information <b>unevenly</b> my essay.</li> </ul>	<ul style="list-style-type: none"> <li>My writing <b>attempts to be organized, makes some sense</b>.</li> <li><b>Some</b> words I use are not at the fifth grade level and <b>sometimes link</b> my ideas together.</li> <li>I use a <b>conclusion that sort of</b> goes with my topic.</li> </ul>	<ul style="list-style-type: none"> <li>I use <b>almost</b> fifth grade appropriate grammar.</li> <li>I have <b>some</b> spelling, grammar, <b>punctuation, or capitalization</b> errors that <b>sometimes</b> make my writing hard to read.</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 <b>did not</b> understand the text.</li> </ul>	<ul style="list-style-type: none"> <li>My writing <b>attempts</b> to use <b>some</b> evidence but that evidence is <b>not relevant</b>.</li> </ul>	<ul style="list-style-type: none"> <li>My writing is <b>not very organized</b>.</li> <li><b>Most</b> words I use are not at the fifth grade level and <b>don't link</b> my ideas together.</li> <li>I use a <b>conclusion</b> that does <b>not make sense</b> or go with my topic.</li> </ul>	<ul style="list-style-type: none"> <li>I use <b>do not use</b> fifth grade appropriate grammar.</li> <li>I have <b>many</b> spelling, grammar, <b>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>I <b>did not show any</b> evidence that is relevant.</li> </ul>	<ul style="list-style-type: none"> <li>My writing is <b>not organized, does not</b> make sense.</li> <li>I <b>do not link</b> words or phrases.</li> <li>I <b>do not have a conclusion</b>.</li> </ul>	<ul style="list-style-type: none"> <li>I <b>do not use</b> appropriate grammar or <b>you cannot read my writing</b>.</li> </ul>

# Content- what goes into your essay

- 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**.

# Four vs. Three- Content

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**.

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**.

## Evidence-what you use to support your essay

- 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.

# Four vs. Three- Evidence

4

- 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.

3

- 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.

# Organization- your essay's structure

- 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.



# Four vs. Three- Organization

4

- 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.

3

- 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.

# Grammar-your grammar, capitalization and punctuation

- I use fifth grade appropriate grammar.
- I have few spelling, grammar, punctuation, or capitalization errors.

The next slides show you the difference between a four and a three.

# Four vs. Three- Grammar

4

- I use **fifth grade appropriate grammar**.
- I have **few** spelling, **grammar**, **punctuation**, or **capitalization** errors.

3

- 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.

