Self-Assessment

5th and 6th 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 5th Grade Writing Evaluation Rubric

<table>
<thead>
<tr>
<th>Score</th>
<th>Content</th>
<th>Evidence</th>
<th>Organization</th>
<th>Grammar</th>
</tr>
</thead>
</table>
| 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 understand 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.  
    |  |  |  |  |  |
| 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 understand 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.  
    |  |  |  |  |  |
| 2     | • My writing introduces a topic that is sort of connected to the task/question.  
      • My writing shows that I read and understand the text.  
      • My writing has a partially developed and some evidence from the text, but not all is relevant.  
      • I use that information unevenly in 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.  
    |  |  |  |  |  |
| 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.  
    |  |  |  |  |  |
| 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.  
    |  |  |  |  |  |
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

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>My writing has a <strong>developed</strong> topic with <strong>relevant</strong>, <strong>well-chosen</strong> facts, definitions, <strong>concrete</strong> details, quotations, or other information from the text. &lt;br&gt; I use that information <strong>throughout</strong> my essay and it is varied.</td>
</tr>
<tr>
<td>3</td>
<td>My writing has a <strong>developed</strong> topic with <strong>relevant</strong>, facts, definitions, details, quotations, or other information from the text. &lt;br&gt; I use that information <strong>throughout</strong> my essay but it is not varied.</td>
</tr>
</tbody>
</table>
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.
| 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. |