

New York State Grades 4-5 Writing Evaluation Rubric

CRITERIA	CCLS	SCORE				0*
		4	3	2	1	
CONTENT AND ANALYSIS: the extent to which the essay conveys ideas and information clearly and accurately in order to support an analysis of topics or texts COMMAND OF EVIDENCE: the extent to which the essay presents evidence from the provided texts to support analysis and reflection	W.2 R.1-9	— clearly introduce a topic in a manner that follows logically from the task and purpose — demonstrate insightful comprehension and analysis of the text(s)	— clearly introduce a topic in a manner that follows from the task and purpose — demonstrate grade-appropriate comprehension and analysis of the text(s)	— introduce a topic in a manner that follows generally from the task and purpose — demonstrate a literal comprehension of the text(s)	— introduce a topic in a manner that does not logically follow from the task and purpose — demonstrate little understanding of the text(s)	— demonstrate a lack of comprehension of the text(s) or task
		— develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from the text(s) — sustain the use of varied, relevant evidence	— develop the topic with relevant facts, definitions, details, quotations, or other information and examples from the text(s) — sustain the use of relevant evidence, with some lack of variety	— partially develop the topic of the essay with the use of some textual evidence, some of which may be irrelevant — use relevant evidence with inconsistency	— demonstrate an attempt to use evidence, but only develop ideas with minimal, occasional evidence which is generally invalid or irrelevant	— provide no evidence or provide evidence that is completely irrelevant
COHERENCE, ORGANIZATION, AND STYLE: the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language	W.2 L.3 L.6	— exhibit clear, purposeful organization — skillfully link ideas using grade-appropriate words and phrases — use grade-appropriate, stylistically sophisticated language and domain-specific vocabulary	— exhibit clear organization — link ideas using grade-appropriate words and phrases — use grade-appropriate precise language and domain-specific vocabulary	— exhibit some attempt at organization — inconsistently link ideas using words and phrases — inconsistently use appropriate language and domain-specific vocabulary	— exhibit little attempt at organization, or attempts to organize are irrelevant to the task — lack the use of linking words and phrases — use language that is imprecise or inappropriate for the text(s) and task	— exhibit no evidence of organization — exhibit no use of linking words and phrases — use language that is predominantly incoherent or copied directly from the text(s)
		— provide a concluding statement that follows clearly from the topic and information presented — demonstrate grade-appropriate command of conventions, with few errors	— provide a concluding statement that follows from the topic and information presented — demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension	— provide a concluding statement that follows generally from the topic and information presented — demonstrate emerging command of conventions, with some errors that may hinder comprehension	— provide a concluding statement that is illogical or unrelated to the topic and information presented — demonstrate a lack of command of conventions, with frequent errors that hinder comprehension	— do not provide a concluding statement — are minimal, making assessment of conventions unreliable
CONTROL OF CONVENTIONS: the extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling	W.2 L.1 L.2	— demonstrate grade-appropriate command of conventions, with few errors	— demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension	— demonstrate emerging command of conventions, with some errors that may hinder comprehension	— demonstrate a lack of command of conventions, with frequent errors that hinder comprehension	— are minimal, making assessment of conventions unreliable

- If the prompt requires two texts and the student only references one text, the response can be scored no higher than a 2.
- If the student writes only a personal response and makes no reference to the text(s), the response can be scored no higher than a 1.
- Responses totally unrelated to the topic, illegible, or incoherent should be given a 0.
- A response totally copied from the text(s) with no original student writing should be scored a 0.

* Condition Code A is applied whenever a student who is present for a test session leaves an entire constructed-response question in that session completely blank (no response attempted).