

Writing Rubric of the WIDA Consortium* Grades 1-12

| Level | Linguistic Complexity | Vocabulary Usage | Language Control |
|-------------------------|--|--|---|
| 6 Reaching | A variety of sentence lengths of varying Linguistic complexity in a single tightly organized paragraph or in well-organized extended text; tight cohesion and organization | Consistent use of just the right word in just the right place; precise Vocabulary Usage in general, specific, or technical language. | Has reached comparability to that of English proficient peers functioning at the “proficient” level in state-wide assessments. |
| 5 Bridging | A variety of sentence lengths of varying Linguistic Complexity in a single organized paragraph or in extended text; cohesion and organization | Usage of technical language related to the content area; evident facility with needed vocabulary. | Approaching comparability to that of English proficient peers; errors don’t impede comprehensibility. |
| 4 Expanding | A variety of sentence lengths of varying Linguistic Complexity; emerging cohesion used to provide detail and clarity. | Usage of specific and some technical language related to the content area; lack of needed vocabulary may be occasionally evident. | Generally comprehensible at all times, errors don’t impede the overall meaning; such errors may reflect first language interference. |
| 3 Developing | Simple and expanded sentences that show emerging complexity used to provide detail. | Usage of general and some specific language related to the content area; lack of needed vocabulary may be evident. | Generally comprehensible when writing in sentences; comprehensibility may from time to time be impeded by errors when attempting to produce more complex text. |
| 2 Beginning | Phrases and short sentences; varying amount of text may be copied or adapted; some attempt at organization may be evidenced. | Usage of general language related to the content area; lack of vocabulary may be evident. | Generally comprehensible when text is adapted from model or source text, or when original text is limited to simple text; comprehensibility may be often impeded by errors. |
| 1 Entering | Single words, set phrases, or chunks of simple language; varying amounts of text may be copied or adapted; adapted text contains original language. | Usage of highest frequency vocabulary from school setting and content areas. | Generally comprehensible when text is copied or adapted from model or source text; comprehensibility may be significantly impeded in original text. |

*For use with the ACCESS for ELLs® test, the W-APT, and formative/classroom assessment in WIDA Consortium states.

