**WIDA Rubric for Scoring WRITING**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Level** | **Linguistic Complexity****(Discourse Level)** | **Language Forms & Conventions****(Sentence Level)** | **Vocabulary Usage****(Word Level)** | **Teacher Notes** |
| 6Reaching | A variety of sentence lengths of varying linguistic complexity in a single tightly organized paragraph or in well-organized extended text, related to the topic; tight cohesion and organization. | Has reached comparability to that of English proficient peers functioning at the “proficient” level in state-wide assessments.  | Consistent use of just the right word in just the right place; precise Vocabulary Usage in general, specific and technical language. |  |
| 5Bridging | A variety of sentence lengths of varying linguistic complexity in a single organized paragraph or in extended text, related to the topic; cohesion and organization; coherentexpression of ideas  | A variety of grammatical structures matched to purpose;approaching comparability to that of English proficient peers; errors don’t impede comprehensibility. |  Technical and abstract content-area language Words and expressions with precise meaning related to content area topics |  |
| 4Expanding | A variety of sentence lengths of varying linguistic complexity, related to the topic; emerging cohesion used to provide detail and clarity;organized expression of ideas. | A variety of grammatical structures;generally comprehensible at all times, errors don’t impede the overall meaning | Usage of specific and some technical language related to the content area; lack of needed vocabulary may be occasionally evident. |  |
| 3Developing | Simple and *some* expanded sentences that show emerging complexity used to provide detail, related to the topic. Expanded expression of one idea or emerging expression of multiple related ideas. | Repetitive grammatical structures;generally comprehensible; comprehensibility may from time to time be impeded by errors when attempting to produce more complex text | Usage of general and some specific language related to the content area; lack of needed vocabulary may be evident. |  |
| 2Emerging | Phrases and short sentences, related to the topic; varying amount of text may be copied or adapted; some attempt at organization Emerging expression of ideas. | Formulaic grammatical structures: generally comprehensible when original text is limited to simple text; comprehensibility may be often impeded by errors | Usage of general language related to the content area; lack of vocabulary may be evident |  |
| 1Entering | Single words, set phrases or chunks of simple language; varying amounts of text may be copied or adapted | Simple grammatical constructions; generally comprehensible when text is copied or adapted comprehensibility may be significantly impeded in original text | Usage of highest frequency vocabulary from school setting and content areas. |  |

*Adapted from the WIDA Performance Definitions 2012 & WIDA Rubric for Writing 2007.*

**WIDA Rubric for Scoring SPEAKING**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Level** | **Linguistic Complexity****(Discourse Level)** | **Language Forms & Conventions****(Sentence Level)** | **Vocabulary Usage****(Word Level)** | **Teacher Notes** |
| 6Reaching | A variety of sentence lengths of varying linguistic complexity in a single tightly organized paragraph or in well-organized extended text, related to the topic; tight cohesion and organization. | Has reached comparability to that of English proficient peers functioning at the “proficient” level in state-wide assessments.  | Consistent use of just the right word in just the right place; precise Vocabulary Usage in general, specific and technical language. |  |
| 5Bridging | A variety of sentence lengths of varying linguistic complexity in extended oral discourse, related to the topic; responses show cohesion and organization used to support main ideas. | A variety of grammatical structures matched to purpose,approaching comparability to that of English proficient peers; errors don’t impede comprehensibility. |  Technical and abstract content-area language Words and expressions with precise meaning related to content area topics |  |
| 4Expanding | A variety of sentence lengths of varying linguistic complexity, multiple complex sentences, related to the topic; emerging cohesion used to provide detail and clarity;organized expression of ideas. | A variety of grammatical structures;generally comprehensible at all times, errors don’t impede the overall meaning | Usage of specific and some technical language related to the content area; lack of needed vocabulary may be occasionally evident. |  |
| 3Developing | Simple and *some* expanded sentences that show emerging complexity used to provide detail, related to the topic. Expanded expression of one idea or emerging expression of multiple related ideas. | Repetitive grammatical structures;generally comprehensible; comprehensibility may from time to time be impeded by errors when attempting to produce more complex discourse. | Usage of general and some specific language related to the content area.. Some content language including cognates. Words or expressions with multiple meanings used across content areas. |  |
| 2Emerging | Phrases and short oral sentences; related to the topic. Emerging expression of ideas and authentic language.. | Formulaic grammatical structures: generally comprehensible; communication may be impeded by groping for language structures or by phonological, syntactic or semantic errors when going beyond phrases and short, simple sentences. | Usage of general language related to the content area; social and instructional words and expressions across content areas. Groping for vocabulary when going beyond the highly familiar. |  |
| 1Entering | Single words, set phrases or chunks of simple language; varying amounts of text may be copied or adapted | When using memorized language, is generally comprehensible; communication may be significantly impeded when going beyond the highly familiar. Common phrase-level grammatical structures. | Usage of highest frequency vocabulary from school setting and content areas. |  |

*Adapted from the WIDA Performance Definitions 2012 & WIDA Rubric for Speaking 2007.*

*Scoring/Grading Guide (revised 11/8/2017)*

|  |  |
| --- | --- |
| **ESOL Course****Level/Quarter** | **WIDA Level Writing Score** |
| **1** | **2** | **3** | **4** | **5** | **6** |
| **1/1** | **C/B** | **A** | **A** | **A** | **A** | **A** |
| **1/2** | **C/B** | **A** | **A** | **A** | **A** | **A** |
| **1/3** | **E/D/C** | **B/A** | **A** | **A** | **A** | **A** |
| **1/4** | **E/D** | **C/B** | **A** | **A** | **A** | **A** |
| **2/1** | **E/D** | **C/B** | **A** | **A** | **A** | **A** |
| **2/2** | **E/D** | **C/B** | **A** | **A** | **A** | **A** |
| **2/3** | **E/D** | **D/C** | **B/A** | **A** | **A** | **A** |
| **2/4** | **E** | **D/C** | **B/A** | **A** | **A** | **A** |
| **3/1** | **E** | **D** | **C/B** | **A** | **A** | **A** |
| **3/2** | **E** | **E/D** | **C/B** | **A** | **A** | **A** |
| **3/3** | **E** | **E/D** | **C/B** | **A** | **A** | **A** |
| **3/4** | **E** | **E/D** | **C/B** | **A** | **A** | **A** |
| **4/1** | **E** | **E** | **D** | **C/B** | **A** | **A** |
| **4/2** | **E** | **E** | **D** | **C/B** | **A** | **A** |
| **4/3** | **E** | **E** | **E/D** | **C/B** | **A** | **A** |
| **4/4** | **E** | **E** | **E/D** | **C/B** | **A** | **A** |
| **5/1** | **E** | **E** | **E/D** | **C/B** | **A** | **A** |
| **5/2** | **E** | **E** | **E/D** | **C/B** | **A** | **A** |
| **5/3** | **E** | **E** | **E/D** | **C/B** | **A** | **A** |
| **5/4** | **E** | **E** | **E/D** | **C/B** | **A** | **A** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Letter Grade** | **Level of Performance** | **Numeric Value** | **Standards-Based Grading Notes:** |
| **A** | Outstanding | 90-100 | Teachers have more than one grading option in certain categories. Teachers should use their professional expertise in language development to evaluate their students’ responses based on the WIDA Rubric for Scoring. Teachers should consider all three dimensions of Academic Language- Word, Sentence, Discourse when evaluating students language production. If a response does not meet the next level in all three dimensions, but is strong in two, the teacher has the option of using the lower grade in the next level. (For example, if in 3/1 a student scores a level 3 in word and sentence, but not in discourse, the teacher has the option of awarding the student a C, the lower of the two scores in that level.) No response is scored a “0.” |
| **B** | High Level | 80-89 |
| **C** | Acceptable | 70-79 |
| **D** | Minimal | 60-69 |
| **E** | Unacceptable | 50-59 |

***ESOL Progress Check Student Feedback and Reflection Form***

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Progress Check Marking Period \_\_\_\_\_\_\_\_\_\_\_\_\_           Score \_\_\_\_\_\_\_\_          **ACCESS leve**l \_\_\_\_\_\_\_

**Areas of Strength:**Which parts of the writing/speaking are strong?

Teacher:

Student:

**Areas of Improvement:**Which parts of the writing/speaking need improvement?

Teacher:

Student:

**Next steps**:  What teaching and learning needs to occur in the next marking period?

Teacher:

Student: