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.

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