# Sample Student Work

From the WIDA Interpretive Rubric:

“Describing spoken and written language is a complex task. WIDA uses the terms dimension and proficiency level to describe various aspects of spoken and written language. WIDA has identified three dimensions and six proficiency levels. The dimensions are

* **discourse dimension**, which describes linguistic complexity (e.g., how connected are the ideas, how detailed are the facts, how appropriate is the register?)
* **sentence dimension**, which describes language forms (e.g., how varied are the sentence patterns, how fluid is the phrasing, how complex are the structures?)
* **word/phrase dimension,** which describes vocabulary usage (e.g., how specific are the word choices, how appropriate are the words to the context?)”

**Framingham Public Schools Biannual EL Writing Task Expectations:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Task | Newcomer Task | Level 1 Task | Level 2 Task | Level 3 Task |
| ELD Level Range | **ELD Level 1** | **ELD Levels 1 – 2** | **ELD Levels 2 – 3** | **ELD Levels 3 – 4.2+** |
| Prompt Overview | Students write about what they do after school. | Students write about what they like to do for fun. | Students compare two things and make a recommendation. | Students make a claim about whether schools should allow students to nap during the day. |
| Expected Language Use | [Sequencing](https://drive.google.com/open?id=0B2m7DgEnKifZQUlzTGYyeXZjbFk) markers and structures | [Stating a claim or opinion markers](https://drive.google.com/open?id=0B2m7DgEnKifZOXlfRDRiOXROQmc) and structures | [Compare & contrast](https://drive.google.com/open?id=0B2m7DgEnKifZMWt1a1JpWTIxSTA) markers and structures[evaluative](https://drive.google.com/open?id=0B2m7DgEnKifZdUQ5cVR4ZExwd0k) language markers and structures | [Justification](https://drive.google.com/open?id=0B2m7DgEnKifZNUlKWTZ3cFMzdmM) language markers and structures[stating an opinion or claim](https://drive.google.com/open?id=0B2m7DgEnKifZOXlfRDRiOXROQmc) language markers and structures |

**Newcomer Assessment Response (Grades 9 – 12)**

**Expected ELD Range**: 1 **Expected Language Use**: [Sequencing](https://drive.google.com/open?id=0B2m7DgEnKifZQUlzTGYyeXZjbFk) markers and structures

I'm out the school to 1:55 afther that I go to my home I see movies. Sometimes I sleppy, but usually I go to the mall with my friends. When Im very tired. Rarely I sleep in the afternook but no is good for me, because if I sleep in the afternon I can't sleep in the night. The best part of the day for me is when I stay with my mom, my sister, my familia, because we take a dinner o talk about how was our day. I love pass time with my mom she always has love and compresion for me, she always asked how was my day, if I'm okay. In conclution that is a tipical day for me.

|  |  |  |
| --- | --- | --- |
| **Linguistic Complexity:**  | **Language Forms and Conventions:**  | **Vocabulary Usage:**  |
|  |  |  |
|  |  |  |

**Level 3 Assessment Response (Grades 6 – 8)**

**Expected ELD Range:** 3 – 4.2+ **Expected Language Use:**  [Justification](https://drive.google.com/open?id=0B2m7DgEnKifZNUlKWTZ3cFMzdmM) language markers and structure, [stating an opinion or claim](https://drive.google.com/open?id=0B2m7DgEnKifZOXlfRDRiOXROQmc) language markers and structures

As teenagers grow their brains tend to mature, therefore they must take good care of themselves. Students sometimes come to school feeling down, sleepy or stressed, sometimes it's not because they are having a bad day but it's because they didn't get enough sleep. Schools are starting to let students take naps at school, to the extent of even having nap rooms, this maybe due to the amount of students that fall asleep in class each day.In my opinion I think Framingham  public schools should allow students to take naps.

                 Some students do not get enough sleep at home so they might be feeling gloomy when they come to school," He needs eight to ten hours of sleep each night. He usually five or six." This quote from the passage shows that Noah does not get the enough amount of sleep he is supposed to. Studies show that teenagers are supposed to get at least eight hours of sleep .Due to some occasions , such as studying, doing homework or helping with house chores might prevent them from going to bed early, but some students have the time to go to bed early but because they might stressing they might not be able to even close their eyes.

                  Taking naps help  students relax and free their minds of stress and depression.Five in fifteen students might have be going through depression everyday of their lives, a nap might help them relax and be calm," 'It renews me for the rest of the day ,' Vera says." Taking that nap might move a person from being in a bad mood to being in a good mood. A student might be stressing over a test an exam or even something that is going on at home. Taking a nap might help relive them of that burden for a while even though it might not last forever, it will in the meantime. It helps reflect over daily activities.

     It helps produce a safe space for all. When the students take naps it releases any negativity in their bodies out. If the students are in a positive mood they won't get into arguments which will lead to fights. It will cause to be at peace , and not be tempted to make bad decisions.It makes he school a quiet place were all the students feel safe. An incident happened in my old school one day were a kid almost lost his life due to a fight I got so scared I didn't know what to do , I started panicking immediately . If my school had nap rooms maybe that fight wouldn't have happened . I don't want what happened that day to repeat itself , and no one would want it to. I feel safe here , but I want to feel safer.

        So taking naps help students reduce stress,and also makes them happy and energized for their classes.Some people may think the idea is silly but others do not , we want our schools to be a safe space for. Even though do not fill up the ours of sleep it still plays a role in relaxing and having positive vibes fro the day.

|  |  |  |
| --- | --- | --- |
| **Linguistic Complexity:**  | **Language Forms and Conventions:**  | **Vocabulary Usage:**  |
|  |  |  |
|  |  |  |