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| **Martha’s Vineyard Public Schools ELL Writing Rubric, Grades 3-5** |
| **TASK LEVEL** | **Linguistic Complexity** | **Language Forms and Conventions** | **Vocabulary Usage** |
| Level 1, Entering  | * Words, phrases, or chunks of language
* Single words used to represent ideas
* Communicate ideas by drawing
* Answer oral questions with single words
 | * Phrase-level grammatical structures
* Phrasal patterns associated with common social and instructional situations
* Copy words, phrases, and short sentences
 | * General content-related words
* Everyday social and instructional words and Expressions
* Label objects, pictures, or diagrams from word/phrase banks.
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| Level 2, Emerging | * Phrases or short sentences
* Emerging expression of ideas
* Make Comparisons using real-life or visually supported materials.
* Fill in graphic organizers, charts and tables.
 | * Formulaic grammatical structures
* Repetitive phrasal and sentence patterns across content areas
* Make lists from labels or with peers.
* Complete/produce sentences from word/phrase banks or wall.
 | * General content words and expressions
* Social and instructional words and expressions across content areas
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| Level 3, Developing | * Short and some expanded sentences with emerging complexity
* Expanded expression of one idea or emerging expression of multiple related ideas
* Produce simple expository or narrative text.
* String related sentences together.
* Compare/contrast content based information
* Describe events, people, processes, procedures.
 | * Repetitive grammatical structures with occasional variation
* Sentence patterns across content areas
 | • Specific content language, including cognates and expressions• Words or expressions with multiple meanings used across content areas  |
| Level 4, Expanding | * Short, expanded, and some complex sentences
* Organized expression of ideas with emerging cohesion
* Take notes using graphic organizers.
* Summarize content-based information.
* Author multiple forms of writing (e.g., expository, narrative, persuasive) from models.
* Explain strategies or use of information in solving problems.
 | * A variety of grammatical structures
* Sentence patterns characteristic of particular content areas
 | * Specific and some technical content-area language
* Words and expressions with expressive meaning through use of collocations and idioms across content areas
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| Level 5, Bridging  | * Multiple, complex sentences
* Organized, cohesive, and coherent expression of ideas
* Apply content-based information to new contexts.
* Connect or integrate personal experiences with literature/content.
* Create grade level stories or reports.
 | * A variety of grammatical structures matched to purpose
* A broad range of sentence patterns characteristic of particular content areas
* Produce extended responses of original text approaching grade level.
 | • Technical and abstract content-area language, including content-specific collocations• Words and expressions with shades of meaning across content areas |