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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. |
| 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 |
| 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 |
| 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 |