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| **Martha’s Vineyard Public Schools ELL Writing Rubric, Grades PreK-K** | | | |
| **TASK LEVEL** | **Linguistic Complexity** | **Language Forms and Conventions** | **Vocabulary Usage** |
| Level 1, Entering | * Text contains clear evidence of successful attempts at writing at least 2 letters, of which one may display knowledge of sound/letter correspondence.   Can DO:   * Circle or underline pictures, symbols, and numbers * Make symbols, figures or letters from models and realia (e.g., straw, clay) | * Poor letter formation quality may impede recognition of letters.   Can DO:   * Trace figures and letters * Draw pictures and scribble | • evidence of ability to write letters may be provided by any of the following:  writing own names  copied letter(s)  random letter(s)  traced letter(s)  scribble writing  Can DO:   * Trace figures and letters * Draw pictures and scribble |
| Level 2, Emerging | • Text contains at least 2 clear, independently produced examples of successful attempts at producing English sound/letter correspondence.  Can DO:   * Connect oral language to print (e.g., language experience) * Copy icons of familiar environmental print * Draw objects from models and label with letters | * Poor letter formation and/or lack of any type of boundaries within text may impede recognition of attempts of producing sound/letter correspondence. * Observable influence of native language may be present.   Can DO:   * Reproduce letters, symbols, and numbers from models in context | * Evidence of knowledge of sound/letter correspondence may be provided by attempts at any of the following: * Beginning and ending word sounds * Beginning and middle word sounds * Middle and ending word sounds * Beginning word sounds only * A single sound representing a word * Examples of letters may be in list form, written vertically or horizontally * Evidence of “memorized” writing in English (e.g, proper names, “mom”, ‘dad”) may be present |
| Level 3, Developing | * Text contains at least 2 clear, independently produced examples of successful attempts at producing English words.   Can Do:   * Communicate using letters symbols, and numbers in context * Make illustrated “notes” and cards with distinct letter combinations. Make connections between speech and writing. | * Invented spelling and lack of clear word boundaries may impede comprehensibility of the words. * Observable influence of native language may be present. | * At least 1 “word” goes beyond memorized, high frequency words (e.g, ‘cat, ‘dog) * Words may be recognizable and contain attempts at beginning, middle, and ending sounds (in longer words). * Letter sounds within words may be out of order.   Can Do:   * Reproduce familiar words from labeled models or illustrations. |
| Level 4, Expanding | * Text contains at least 1 clear example of a successful attempt at producing an English phrase or short sentence. * The phrase or short sentence contains at least 3 “words”.   Can DO:   * Draw pictures and use words to tell a story. | * Invented spelling and lack of clear word boundaries may impede comprehensibility of the text. * Attempt at word boundaries may be present * Observable influence of native language may be present.   Can Do:   * Produce symbols and strings of letters associated with pictures * Produce familiar words/phrases from environmental print and text. | * At least 1 “word in the phrase or short sentence goes beyond ’memorized’ text (e.g., ‘I like.., I play…) * Words are generally recognizable and contain attempts at beginning, middle, and ending sounds (in longer words) * Letter sounds with words may be out of order. * All key words in the phrase or short sentence are attempted.   Can DO:   * Label familiar people and objects from models. |
| Level 5, Bridging | * Text contains at least 1 clear example of a successful attempt at producing at least 2 related or connected English phrases or sentences. * At least 1 clear sentence is present * A logical or sequential word order within phrases or sentences is present. * Each phrase or sentence contains at least two “words”   Can DO:   * Make “story books” with drawings and words * Relate everyday experiences using phrases/short sentences * Create content-based representations through pictures and words | * Invented spelling and lack of clear word boundaries may impede comprehensibility of the text. * Evidence of word boundaries is present * Observable influence of native language may be present   Can DO:   * Produce words/phrases independently | * Words go beyond memorized, high frequency vocabulary * Words are generally recognizable and contain attempts at beginning, middle and ending sounds (in longer words) * All key “words” in the related or connected phrases or sentences are attempted.   Can DO:   * Produce words/phrases independently |