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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 underlinepictures, 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 namescopied letter(s)random letter(s)traced letter(s)scribble writingCan DO:* Trace figures and letters
* Draw pictures and scribble
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| 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
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| 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.
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| 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.
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| 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
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