|  |
| --- |
| **Martha’s Vineyard Public Schools ELL Writing Rubric, Grades 1-2** |
| **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 through drawings
 | * Phrase-level grammatical structures
* Phrasal patterns associated with common social and instructional situations
* Copy written language
 | • General content-related words• Everyday social and instructional words andExpressions* Use first language (L1, when L1 is a medium of instruction) to help form words in English
* Label familiar objects or pictures
 |
| Level 2, Emerging | • Phrases or short sentences• Emerging expression of ideas * Provide information using graphic organizers

• Describe people, places, or objects from illustrated examples and models  | * Formulaic grammatical structures
* Repetitive phrasal and sentence patterns across content areas
* Complete modeled sentence starters (e.g., “I like \_\_\_\_.”)
 | * General content words and expressions
* Social and instructional words and expressions across content areas
* Generate lists of words/ phrases from banks or walls
 |
| Level 3, Developing | * Short and some expanded sentences with emerging complexity
* Expanded expression of one idea or emerging expression of multiple related ideas
* Engage in prewriting strategies (e.g., use of graphic organizers)
* Participate in interactive journal writing
* Give content-based information using visuals or graphics
 | * Repetitive grammatical structures with occasional variation
* Sentence patterns across content areas• Form simple sentencesusing word/phrase banks
 | • Specific content language, including cognates and expressions• Words or expressions with multiple meanings used across content areas  |
| Level 4, Expanding | * Produce original sentences
* Create messages for social purposes (e.g., get well cards)
* Compose journal entries about personal experiences

• Organized expression of ideas with emerging cohesion | * A variety of grammatical structures
* Sentence patterns characteristic of particular content areas
* Use classroom resources (e.g., picture dictionaries) to compose sentences
* Short, expanded, and some complex sentences
 | * 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* Create a related series of sentences in response to prompts
* Compose stories
* Explain processes or procedures using connected sentences
 | * A variety of grammatical structures matched to purpose
* A broad range of sentence patterns characteristic of particular content areas
* Produce content-related sentences
 | • Technical and abstract content-area language, including content-specific collocations• Words and expressions with shades of meaning across content areas |