|  |  |  |  |
| --- | --- | --- | --- |
| **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 and  Expressions   * 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 sentences using 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 |