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| **Martha’s Vineyard Public Schools ELL Writing Rubric, Grades 6-8** | | | |
| **TASK LEVEL** | **Linguistic Complexity** | **Language Forms and Conventions** | **Vocabulary Usage** |
| Level 1, Entering | Single words, set phrases or chunks of simple language; varying amounts of text may be copied or adapted; adapted text contains original language.   * Words, phrases, or chunks of language * Single words used to represent ideas   Can DO:   * Draw content-related pictures | * Generally comprehensible when text is copied or adapted from model or source text; comprehensibility may be significantly impeded in original text.   • Phrase-level grammatical structures  • Phrasal patterns associated with common   * social and instructional situations * Can DO: * Generate lists from pre-   taught words/phrases and word banks (e.g., create menu from list of food groups) | Usage of highest frequency vocabulary from school setting and content areas.   * General content-related words * Everyday social and instructional words and expressions   Can DO:   * Produce high frequency words * Label pictures and graphs * Create vocabulary/concept   cards |
| Level 2, Emerging | Phrases and short sentences; varying amount of text may be copied or adapted; some attempt at organization may be evidenced.   * Phrases or short sentences * Emerging expression of ideas   Can DO:   * Extend “sentence starters” with original ideas Connect simple sentences * Complete graphic organizers/ forms with personal information * Respond to yes/no, choice, and some WH- questions | Generally comprehensible when text is adapted from model or source text, or when original text is limited to simple text; comprehensibility may be often impeded by errors.   * Formulaic grammatical structures * Repetitive phrasal and sentence patterns across content areas   Can DO:  Complete pattern sentences | Usage of general language related to the content area; lack of vocabulary may be evident.   * General content words and expressions * Social and instructional words and expressions across content areas |
| Level 3, Developing | Simple and expanded sentences that show emerging complexity used to provide detail.   * Short and some expanded sentences with emerging complexity * Expanded expression of one idea or emerging expression of multiple related ideas   Can Do:   * Produce short paragraphs with main ideas and some details (e.g., column notes) * Explain steps in problem- solving * Compare/contrast information, events, characters * Give opinions, preferences, and reactions along with reasons | Generally comprehensible when writing in sentences; comprehensibility may from time to time be impeded by errors when attempting to produce more complex text.   * Repetitive grammatical structures with occasional variation * Sentence patterns across content areas   Can Do:  Create compound sentences (e.g., with conjunctions) | Usage of general and some specific language related to the content area; lack of needed vocabulary may be evident.  • Specific content language, including cognates and expressions  • Words or expressions with multiple meanings used across content areas |
| Level 4, Expanding | A variety of sentence lengths of varying linguistic complexity; emerging cohesion used to provide detail and clarity.   * Short, expanded, and some complex sentences * Organized expression of ideas with emerging cohesion   Can DO:   * Justify ideas * Create multiple-paragraph essays * Use details/examples to support ideas * Use transition words to create cohesive passages * Compose intro/body/ conclusion * Paraphrase or summarize text * Take notes (e.g., for research) | Generally comprehensible at all times, errors don’t impede the overall meaning; such errors may reflect first language interference.   * A variety of grammatical structures * Sentence patterns characteristic of particular content areas   Can Do:   * Produce content-related Reports | Usage of specific and some technical language related to the content area; lack of needed vocabulary may be occasionally evident.   * 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 | A variety of sentence lengths of varying linguistic complexity in a single organized paragraph or in extended text; cohesion and organization   * Multiple, complex sentences * Organized, cohesive, and coherent expression of ideas   Can DO:  Create expository text to explain graphs/charts  • Produce research reports using multiple sources/ citations  • Critique literary essays or articles | Approaching comparability to that of English proficient peers; errors don’t impede comprehensibility.   * A variety of grammatical structures matched to purpose * A broad range of sentence patterns characteristic of particular content areas | Usage of technical language related to the content area; evident facility with needed vocabulary.   * Technical and abstract content-area language, including content-specific collocations * Words and expressions with shades of meaning across content areas   Can DO:  • Begin using analogies |