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|  **Martha’s Vineyard Public Schools ELL Writing Rubric, Grades 9-12** |
| **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:• Provide personal information on forms read orally | * 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:

• Supply missing words in short sentences• Produce short answer responses to oral questions with visual support | Usage of highest frequency vocabulary from school setting and content areas.* General content-related words
* Everyday social and instructional words and expressions

Can DO:* Label content-related diagrams, pictures from word/phrase banks
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| 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:• Take notes using graphic organizers or models• Correspond for social purposes (e.g., memos, e-mails, notes) | 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:Formulate yes/no, choice and WH- questions from models | 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

Can Dos:Make content-related lists of words, phrases, or expressions |
| 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:• Compose short narrative and expository pieces• Outline ideas and details using graphic organizers• Compare and reflect on performance against criteria (e.g., rubrics) | 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 Dos:* Complete reports from templates
 | 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:* Summarize content-related notes from lectures or text
* Revise work based on narrative or oral feedback
* Compose narrative and expository text for a variety of purposes
* Justify or defend ideas and opinions
 | 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
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| 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:* Produce research reports from multiple sources
* Create original pieces that represent the use of a variety of genres and discourses
* Critique, peer-edit and make recommendations on others’ writing from rubrics
* Explain, with details, phenomena, processes, procedures
 | 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 |