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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 |
| 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 |
| 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 |