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| **Grade 1, Quarter 1 Writing Rubric** | | | | |
|  | **Linguistic Complexity** | **Vocabulary Usage** | **Language Conventions** | **Genre Specific Language Features** |
| **6**  **Reaching** | Well-organized extended  text; tight cohesion and organization. | Consistent use of just the right word in just the right place; precise technical language. | Has reached comparability  to that of English proficient  peers functioning at the “proficient” level in state-wide  assessments. | Correct subject verb agreement used, descriptions provide a variety of detail. |
| **5**  **Bridging** | Extended text with at least two clear sentences; logical relationship between phrases and sentences is present | "Words" are clearly recognizable; specific and some technical language related to content area | Approaching comparability  to that of English proficient  peers; errors don’t impede  comprehensibility. | Correct subject verb agreement used most of the time. Descriptions use adjectives to provide additional detail. |
| **4**  **Expanding** | Evidence of 2 sentences present (with or without support), sentences must contain 3 words | "Words" are clearly recognizable and contain attempts at beginning, middle and ending sounds (in longer words). Use of specific language (with or without support); lack of needed vocabulary may be evident. | Generally comprehensible  at all times, errors don’t impede the overall meaning.; such errors may reflect first language interference. | Appropriate nouns used for description. Evidence of at least one adjective in description. |
| **3**  **Developing** | Text contains at least **two** clear examples of a successful attempt at producing an English phrase or short sentence of 2-3 words. | At least one "word" in the phrase or short sentence goes beyond "memorized" text."Words" are generally recognizable and contain attempts at beginning, middle and ending sounds (in longer words). Use of general and specific language, lack of needed vocabulary may be evident. | Generally comprehensible  when writing in sentences;  comprehensibility may from time to time be impeded by errors when attempting to produce more complex text. | Appropriate nouns (at least two) used for description. |
| **2**  **Beginning** | Two complete phrases with or without support | "Words" are generally recognizable and contain most sounds, although letter sounds may be out of order. Evidence of memorized language may be present. | 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. | Describes a place from illustrated examples and models. |
| **1**  **Entering** | Single words, set phrases or  chunks of simple language;  varying amounts of text  may be copied or adapted; use of first language may be present. | Beginning and ending sounds present, highest frequency vocabulary from schools and content area. | Generally comprehensible  when text is copied or  adapted from model or source  text; comprehensibility may  be significantly impeded in  original text. | Communicates descriptions through detailed drawings. |

Adapted from WIDA PreK-K and Grades 1-12 Writing Rubrics and CAN DO Descriptors

For Levels 5 and 6, refer to the Somerville Writing Continuum for grade level Essential Skills