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| **Grade 1, Quarter 3 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. | All essential elements for opinion writing are present: statement of opinion, linking words (*because, and, also*) that connect opinion to 3 or more reasons. |
| **5**  **Bridging** | Extended text with at least three 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. | Statement of opinion is present. Supports opinion with 3 or more sentences using linking words (because, and, also) to explain opinion. |
| **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. | Communicates opinion in 2-3 sentences and uses linking words (because, and, also) |
| **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. | Writes 2 sentences communicating an opinion. Uses at least one linking word (because, and, also). |
| **2**  **Beginning** | One or 2 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. | Completes a sentence frame to communicate opinion. |
| **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 opinion through drawing and labeling. |

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