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| **Grade 4, Quarter 1 Writing Rubric, Narrative Writing** |
| **Level** | **Linguistic Complexity** | **Vocabulary Usage** | **Language Conventions** | **Genre Specific Language Features** |
| **6****Reaching** | A variety of sentencelengths of varying linguistic complexity in a single tightlyorganized paragraph or in well-organized extended text; tight cohesion and organization. | Consistent use of just the right word in just the right place; precise Vocabulary Usage in general, specific ortechnical language. | Has reached comparabilityto that of English proficient peers functioning at the“proficient” level in state-wide assessments. | Evidence of clear organization throughout. Multiple paragraphs composed of complete sentences including content related nouns and verbs and sequence words. |
| **5****Bridging** | A variety of sentencelengths of varying linguistic complexity in a single organized paragraph or inextended text; cohesion and organization. | Usage of technical language related to the content area; evident facility with neededvocabulary. | Approaching comparability to that of English proficientpeers; errors don’t impedecomprehensibility. | Multiple paragraphs composed of complete sentences including content related nouns and verbs and sequence words. |
| **4****Expanding** | A variety of sentencelengths of varying linguistic complexity; emerging cohesion used to provide detail and clarity | Usage of specific and some technical language related to the content area; lack ofneeded vocabulary may be occasionally evident. | Generally comprehensibleat all times, errors don’timpede the overall meaning;such errors may reflect first language interference. | At least 3 paragraphs composed of complete sentences including content related nouns and verbs and sequence words; same verb tense throughout. |
| **3****Developing** | Simple and expandedsentences that show emerging complexity used to provide detail. | Usage of general and some specific language related to the content area; lack of needed vocabulary may beevident. | Generally comprehensible when writing in sentences;comprehensibility may from time to time be impeded by errors when attempting toproduce more complex text. | Evidence of 3 paragraphs composed of complete sentences including content related nouns and verbs and sequence words; same verb tense throughout. |
| **2****Beginning** | Phrases and short sentences; varying amount of text maybe copied or adapted; some attempt at organization maybe evident. | Usage of general language related to the content area; lack of vocabulary may be evident. | Generally comprehensible when text is adapted frommodel or source text, or when original text is limited to simple text; comprehensibilitymay be often impeded by errors. | Multiple sentences containing content related nouns and verbs. |
| **1****Entering** | Single words, set phrases or chunks of simple language;varying amounts of textmay be copied or adapted; adapted text contains originallanguage. | Usage of highest frequency vocabulary from school setting and content areas. | Generally comprehensible when text is copied or adapted from model or source text; comprehensibility maybe significantly impeded in original text. | At least one sentence containing content related noun(s) and verb(s). |

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