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| **Grade 5, Quarter 1 Writing Rubric, Narrative Writing** | | | | |
| **Level** | **Linguistic Complexity** | **Vocabulary Usage** | **Language Conventions** | **Genre Specific Language Features** |
| **6**  **Reaching** | A variety of sentence  lengths of varying linguistic complexity in a single tightly  organized 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 or  technical language. | Has reached comparability  to that of English proficient peers functioning at the  “proficient” level in state-wide assessments. | Evidence of clear organization throughout. 5 paragraphs composed of complete sentences including content related nouns, verbs and grade-level vocabulary. |
| **5**  **Bridging** | A variety of sentence  lengths of varying linguistic complexity in a single organized paragraph or in  extended text; cohesion and organization. | Usage of technical language related to the content area; evident facility with needed  vocabulary. | Approaching comparability to that of English proficient  peers; errors don’t impede  comprehensibility. | 3-5 paragraphs composed of complete sentences including content related nouns, verbs and grade-level vocabulary. |
| **4**  **Expanding** | A variety of sentence  lengths 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 of  needed vocabulary may be occasionally evident. | Generally comprehensible  at all times, errors don’t  impede the overall meaning;  such errors may reflect first language interference. | At least 3 paragraphs composed of complete sentences including content related nouns, verbs and grade-level vocabulary. |
| **3**  **Developing** | Simple and expanded  sentences 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 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. | Evidence of 3 paragraphs composed of complete sentences including content related nouns and verbs. |
| **2**  **Beginning** | Phrases and short sentences; varying amount of text may  be copied or adapted; some attempt at organization may  be evident. | Usage of general language related to the content area; lack of vocabulary may be evident. | 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. | Multiple sentences containing content related nouns and verbs. |
| **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. | 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 may  be 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