

WIDA Writing Rubric – Student Version

(Adapted from WIDA's Interpretive Rubric <https://wida.wisc.edu/sites/default/files/resource/Speaking-Writing-Interpretive-Rubrics.pdf>
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	<u>Linguistic Complexity:</u> Discourse Level	<u>Language Control:</u> Sentence Level	<u>Vocabulary Usage:</u> Word/ Phrase Level
Level 3 Developing	I write original text that is generally comprehensible. However, sometimes my writing may not be easily understood when what I write is more complex. My writing includes:		
	<ul style="list-style-type: none"> text that shows I am developing organization. This organization helps me express my ideas and expand upon them evidence that I am developing a sense of perspective, register, and genre 	<ul style="list-style-type: none"> a developing variety of sentences and grammatical structures that are commonly used in all my classes developing use of sentence and grammar rules that help convey meaning 	<ul style="list-style-type: none"> some specific words and expressions common cognates, words, or expressions used in my classes vocabulary that tries to meet the requirements of the writing assignment
Level 2 Emerging	I write text that is generally understood. Some writing is from my own original ideas, and some writing I change from examples. However, when I try to write more complex original text, sometimes my writing may not be easily understood. My writing includes:		
	<ul style="list-style-type: none"> language that shows my ideas and is starting to look organized some text that may be copied or changed 	<ul style="list-style-type: none"> repeated sentences and phrases with memorized grammar that I use with my friends and in my classes different uses of sentence-level grammar rules 	<ul style="list-style-type: none"> general words and expressions words and phrases I use in all my classes the start of using vocabulary I need to be more specific
Level 1 Entering	I write text a reader can generally understand when I copy or change some words from an example. My writing includes:		
	<ul style="list-style-type: none"> language that represents an idea or ideas different amounts of text that may be copied changed text that may have some original words from me 	<ul style="list-style-type: none"> words or simple phrases that I use with my peers or with teachers possible use of some sentence grammar rules like ending punctuation and capitalization 	<ul style="list-style-type: none"> the most common words I learn and use in my classes the words and phrases I use when I speak with friends or in class

My goals:

My current writing level: _____

I am reaching toward: _____

Grading Guidelines

A	Exceptional within the level or above level work
B	Above average within the level
C	Average within the level
D	Below level work, but attempted
E	No attempt or very limited attempt