

WIDA Writing Rubric - Student Language (4th-5th grade)

Level ↓	Language Complexity (Ideas, Fluency and Organization)	Vocabulary Use (Word Choice)	Language Control -Grammar, Capitalization, Punctuation, Spelling (Conventions)
Level 5 BRIDGING	I share my ideas using a mix of different sentence lengths and organized paragraphs that are clear and interesting for the reader. I can write about as much as anyone else in my homeroom class.	I use a lot of hard words that are related to the units we are studying or the topic I am writing about. I almost never need to think about what the right word is in English. For example, I use words like: massive, string, avoid, gather, swallow, protagonist, occurs, suggest, recommend, audience	I can make short and long sentences with almost no errors. People can always understand my sentences and often don't notice any errors.
Level 4 EXPANDING	I share my ideas using a mix of long and shorter sentences. I can organize my ideas on my own and provide details to make my writing clearer and more interesting.	I use words that are related to the units we are studying or special for the topic I am writing about. Usually I know the right word to use, but sometimes I wish I knew a better word. For example, I use words like: weight, responsibility, incredible, enormous, risky, sum, patella, flood, clear, voice, topic	I can make short and long sentences with a few errors. People can always understand my sentences, even if they're not quite correct.
Level 3 DEVELOPING	I share my ideas by using both short and longer sentences. I can organize my ideas and provide some details.	I use words that I see and hear often at school and also some words that are not so common that are connected to what I am writing about or our units at school. For example, words like: machine, change, wonderful, huge, showers, total, character, remove, storm, cause, presentation, dirt	I can make short and longer sentences that people usually understand, even if they are not correct. Sometimes I may need to help you to understand what I mean.

Adapted by Jane Russell Valezy, American International School of Budapest, 2013, based on the WIDA Writing Rubric.

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Level 2 BEGINNING	I share my ideas by using phrases and short sentences. I use some words and sentences that I see or someone tells me. I also use a lot of my own words and phrases. I try to organize my ideas with a beginning, middle, and end.	I use words that I see and hear often at school and that are connected to what I am writing about. For example, words like: science, math, great, rules, person, knee, move, wind, hear, learned about, rocks	I think I can make short sentences correctly, but I am not sure of the correct conventions. I can help you to understand what I mean in my writing by telling you.
Level 1 ENTERING	I share my ideas by using single words and simple phrases I have learned. I use words and sentences that I see or someone tells me. I use some words and phrases of my own, too.	I use words that I see and hear every day at school and with my friends. For example, words like: go, like, school, books, good, big, people, rain, talk	I don't know the correct conventions, but I try my best. I can help you to understand what I mean in my writing by telling you or drawing pictures for you.

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