**Figure 5K: Summary Chart of Speaking Performance Expectations**

**Speaking Rubric of the WIDA™ Consortium\***

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| **Speaking Rubric of the WIDA Consortium****-Student Review-** |
| **Task Level** | **Linguistic Complexity** | **Vocabulary Usage** | **Language Control** |
| **1Entering** | Single words, set phrases or chunks of memorized language  | Basic common vocabulary content areas  | When using memorized language, is generally comprehensible; communication is greatly difficult when using unfamiliar words |
| **2****Emerging** | Phrases, short oral sentences  | General language related to the content area; searching for vocabulary when going beyond the familiar  | When using simple language, is understandable; communication may be difficult to understand due to phonics or basic errors when going beyond short, simple sentences  |
| **3****Developing** | Simple and expanded oral sentences; responses show adds some detail  | Some specific language related to the content area; may grope (search for) for needed vocabulary at times  | When communicating in sentences, is generally comprehensible and fluent; communication at times be difficult to understand due to groping for language structures especially when attempting more complex oral communication |
| **4****Expanding** | A variety sentence lengths of varying complexity; cohesion (fitting together) used to provide detail and explain | Specific language related to the content area; groping for needed vocabulary may be occasional (every now and then) seen  | At all times is comprehensible and fluent, phonics and grammar errors that don’t impede the overall meaning of the communication may appear at times |
| **5****Bridging** | A variety of sentence lengths of varying complexity in extended taking; responses show cohesion and organization used to support main ideas  | Specific language related to the content area; vocabulary comes easily and presents new words when asked that relate to content  | At all times is easy to understand and fluent comparability to that of English proficient peers; errors don’t impede (block) communication and may be typical of those an English proficient peer might make  |

Adapted from *ACCESS for ELLs*® *Training Toolkit* and *Test Administration Manuals, Series 103 (2007-08)*

\*English proficiency level 6 is not included in the Speaking Rubric as it is reserved for students whose oral English

is comparable to that of their English-proficient peers.

**Figure 5L: Summary Chart of Writing Performance Expectations**

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| **Writing Rubric of the WIDA Consortium (Grades 1-12)****-Student Review-** |
| **Task Level** | **Linguistic Complexity** | **Vocabulary Usage** | **Language Control** |
| **1Entering** | 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.  |
| **2****Emerging** | Phrases and short sentences; varying amount of text may be copied or adapted; some attempt at organization may be evidenced.  | 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.  |
| **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.  |
| **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.  |
| **5****Bridging** | A variety of sentencelengths 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.  |
| **6Reaching\*** | 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.  |

Adapted from *ACCESS for ELLs*® *Training Toolkit* and *Test Administration Manuals, Series 103 (2007-08)*

\*Level 6 is reserved for students whose written English is comparable to that of their English-proficient peers.