

<u>Score</u>	Ideas & Content	Organization	Language & Audience	Conventions of Print
1 Equivalent ELD Level: Early Intermediate	◦Writing is loosely related to topic; ideas may wander or be unclear.	◦Writing is minimal (half a page or less). ◦May demonstrate some elements of the letter form, including: date, greeting, body, closing, signature and appropriate punctuation.	◦Primarily uses simple sentence structure; may include fragments or run-on sentences. ◦Uses repetitious, pattern-like vocabulary. ◦Purpose of letter and sense of audience are unclear.	<u>Spelling</u> : ◦Uses conventional spelling for some regular and high-frequency words and phonetically-based approximated spelling for unknown words; may use phonics rules to attempt spelling irregular words. <u>Penmanship</u> : ◦Poor legibility may interfere with readability. <u>Grammar</u> : ◦Mostly uses correct capitalization and ending punctuation (? . !); some run-on sentences and some capitalization errors with proper nouns.
2 ELD Level: Early Intermediate	◦Expresses an idea about the topic.	◦Writing is substantial (half a page or more). ◦Many elements of a letter are present.	◦May use some complex sentences. ◦Begins to use some specific or descriptive nouns, verbs and/or adjectives.	<u>Spelling</u> : ◦Uses conventional spelling for many regular/high-frequency words & spells some irregular words correctly using phonics patterns. <u>Grammar</u> : ◦Uses proper ending punctuation; no run-on sentences.
3* ELD Level: Intermediate *Grade level by end of year	◦Logical progression of ideas supported with well-chosen details, relevant to topic.	◦One page or more of writing is organized into at least one paragraph including a topic sentence and at least two sentences with supporting detail; paragraph may not be indented. ◦Correct use all elements of appropriate letter format.	◦Sentence structure varies—long, short, simple, complex, declarative, interrogative, imperative, exclamatory, etc. ◦Begins to use variety of transitions effectively. ◦Concrete sensory details and descriptive language support unified impression of people, places, things or experiences. ◦Shows awareness of knowledge and interests of audience; establishes a purpose or context for the letter.	<u>Spelling</u> : ◦Correctly spells one- and two-syllable words with blends, contractions, compounds, and orthographic patterns (e.g. qu, consonant doubling, change y to i, etc.), and common homophones; spells many irregular and multi-syllable words in an understandable way using varied phonics rules, strategies and patterns. <u>Penmanship</u> : ◦All letters neatly and correctly printed with attention to proper use of lines, spacing and margins. <u>Grammar</u> : ◦Correct use and punctuation of declarative, interrogative, imperative and exclamatory sentences. ◦Correctly capitalizes sentences, greetings, titles, initials and all proper nouns (e.g. days, months, geographical names, holidays, historical periods, etc.). ◦Uses commas for items in a series; may indent paragraphs. ◦Correct use of pronouns, adjectives, compound words, articles and subject-verb agreement in past, present and future tenses.
4 ELD Level: Early Advanced	◦Addresses topic coherently by developing idea with many well-chosen supporting details.	◦Organizes an elegant or satisfying progression of ideas into logically-sequenced paragraphs of at least four sentences each. ◦Paragraphs include a topic sentence, multiple supporting sentences and a conclusion.	◦Deliberately varies sentence structure to enhance meaning or convey voice. ◦Includes lively and interesting descriptive language, including vivid verbs, precise nouns, adjectives and/or adverbs. May demonstrate effective use of simile or metaphor. ◦Deliberate use of tone & word choice conveys clear sense of audience.	<u>Penmanship</u> : ◦May begin to write first drafts in cursive, frequently demonstrating proper spacing, slant and use of lines. <u>Grammar</u> : ◦Often indents paragraphs; may use sophisticated punctuation such as : ; ... ◦Correctly punctuates dialogue. ◦Most adverbial forms used correctly, including irregular and comparative.

NOTE: Look for evidence of capacity (such as editing & infrequency of error) in Conventions of Print, but expect first draft errors.

Guidelines for Using the Rubric

1. This rubric is a hybrid between a holistic rubric (intended to express an overall picture of student writing through a single number), and an analytic rubric (intended to help teachers design curriculum to address specific writing skills or gaps in writing development for individuals and classes).
2. One-on-one, have each child read her writing back, and record what she says underneath her writing. When assessing writing, consider both the written and intended messages. Some ways to obtain these translations are: use a trained volunteer or parent, invite students to read their work to you during Workshop or at some other time when the class is working independently, invite students to read their work out loud to the class or to a partner just after producing the writing and circulate to record what they say, invite finished students to come to the teacher table to read their work to you before going on to a sponge activity, or collect a small sample only of translated work for scoring (2 low, 2 middle, 2 high).
3. The levels are cumulative. That is, a “2” will demonstrate all the skills of a “1” writing, plus some new distinguishing features. For example, “3” indicates that a student must be able to write his name correctly as a proper noun. Although not explicitly listed in the rubric, this skill should also be demonstrated in order for a piece of work to earn a score of 4.
4. Use a highlighter on the rubric page itself to create a map of that writer’s skills.
5. When attempting to assign a rubric level to a particular writing sample, understand that the writing may exhibit strength in some areas and weakness in others. Look for a *preponderance* of evidence in one score row, and then assign a single number score (4, 3, 2 or 1).
6. It is not possible to assign a score of zero on this assessment. The rubrics have been designed to reflect the range in development of student writing skills across the year at each grade level. Therefore, every student should exhibit at least some of the skills described and be able to score at least 1, even at the beginning of the year and even if performing below grade level.
7. Some work may be unscorable. Examples of unscorable work include: the student has produced no marks on the page, the work is illegible and a teacher translation is not present, the work is in a language other than English and no translator is available, or the work has been copied from another student. If a student has produced an unscorable piece of writing, readminister the PWA to the student and encourage her to correct the problem.
8. At the beginning of the year, 75% or more of your class will probably score at or below Level 2. By the end of a year of regular writing instruction, about 75% should be scoring Level 3 or higher on the Spring PWA, representing grade-level work. Students below grade level or those without access to regular writing instruction may continue to score below Level 3 all year. Students with exceptional writing skills may score at Level 4 by the end of the year.
9. Expect ELL student writing to emerge more slowly than that of native English speakers. The equivalent ELD levels given for each score are based on the California ELD Standards. A student with a Beginning level of English Language Development should not be expected to score above the Beginning equivalency level on the rubric, even if it is at the end of the school year. For ELL students whose English proficiency exceeds the highest equivalent level indicated on the rubric, interpret their scores with the same expectations you have for native English speakers. Primary language writing can also be assessed using this rubric if the teacher reads the primary language.

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