

Score	Ideas & Content	Organization	Language	Conventions of Print
<p>1</p> <p>Equivalent ELD Level: Beginning</p>	<ul style="list-style-type: none"> ◦Illustration expresses an idea that may or may not be related to the topic. ◦Writing is absent or minimal and may not be related to illustration. ◦When asked, student may not be able to “read” writing. 	<ul style="list-style-type: none"> ◦Explores page with illustrations and/or scribbles. ◦May list words or approximate sentence structure. Illustration may be labeled. 	<ul style="list-style-type: none"> ◦Name is not present or written incorrectly. ◦Some randomly copied environmental print may be present. 	<p><u>Spelling</u>: ◦Writing is represented by scribbles, letter shapes or letter strings.</p> <p><u>Penmanship</u>: ◦Letter formation is incorrect or inconsistent in many cases.</p> <p><u>Grammar</u>: ◦Upper and lower case letters are used interchangeably and randomly.</p>
<p>2</p> <p>ELD Level: Beginning</p>	<ul style="list-style-type: none"> ◦Writing or dictated narrative expresses a simple idea that relates to the illustration. 	<ul style="list-style-type: none"> ◦Writing consists of one line of writing or a sentence. 	<ul style="list-style-type: none"> ◦Student spells own name correctly, although capitalization may not be correct. ◦Some meaningfully copied words may be present (i.e. environmental print relating to topic and illustration). 	<p><u>Spelling</u>: ◦Story is represented by letter strings and/or words.</p> <p>◦Some phonetic connections for beginning sounds may be present.</p> <p><u>Penmanship</u>: ◦Many letters are correctly formed. Spacing may still be inconsistent or insufficient.</p> <p><u>Grammar</u>: ◦Upper- and lower-case letters may still be used interchangeably.</p>
<p>3*</p> <p>ELD Level: Early Intermediate</p> <p><small>*Grade level by end of year</small></p>	<ul style="list-style-type: none"> ◦Writing expresses a more complex idea relating to prompt topic. 	<ul style="list-style-type: none"> ◦Writing displays correct left-to-write and top-to-bottom directionality. ◦Writing consists of two or more lines or sentences. ◦Writing has some logical progression that makes sense. 	<ul style="list-style-type: none"> ◦Name is correctly written as a proper noun. ◦Sight words and vocabulary words may be meaningfully incorporated into writing. 	<p><u>Spelling</u>: ◦Beginning/ending sounds show attempt at phonetic spelling.</p> <p>◦Writing includes some correctly spelled CVC words, copied words and/or grade-level sight words.</p> <p><u>Penmanship</u>: ◦Most letters are correctly formed, although there may still be a few reversals. Words are adequately spaced.</p> <p><u>Grammar</u>: ◦Student uses mostly lower-case letters.</p>
<p>4</p> <p>ELD Level: Early Intermediate</p>	<ul style="list-style-type: none"> ◦A clear, complete idea is developed with details. 	<ul style="list-style-type: none"> ◦Amount of writing is substantial (four or more lines). ◦Complete sentences develop main idea, although line of thought may wander. 	<ul style="list-style-type: none"> ◦Some sentence variety is present. ◦Descriptive or sophisticated language may add interest. 	<p><u>Spelling</u>: ◦Words are spelled phonetically showing attention to beginning, medial and ending sounds, with conventional spellings for many CVC words and grade-level sight words.</p> <p><u>Penmanship</u>: ◦Most letters are correctly and neatly printed, using lines appropriately. No reversals.</p> <p><u>Grammar</u>: ◦Upper-case letters appear only at the beginnings of words. Capital letters may sometimes be used correctly at the beginning of sentences and proper nouns, and for the word “I.”</p> <p>◦Some ending punctuation may be present.</p>

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.