WIDA Speaking and Writing Interpretive Rubrics

Features of the Rubrics

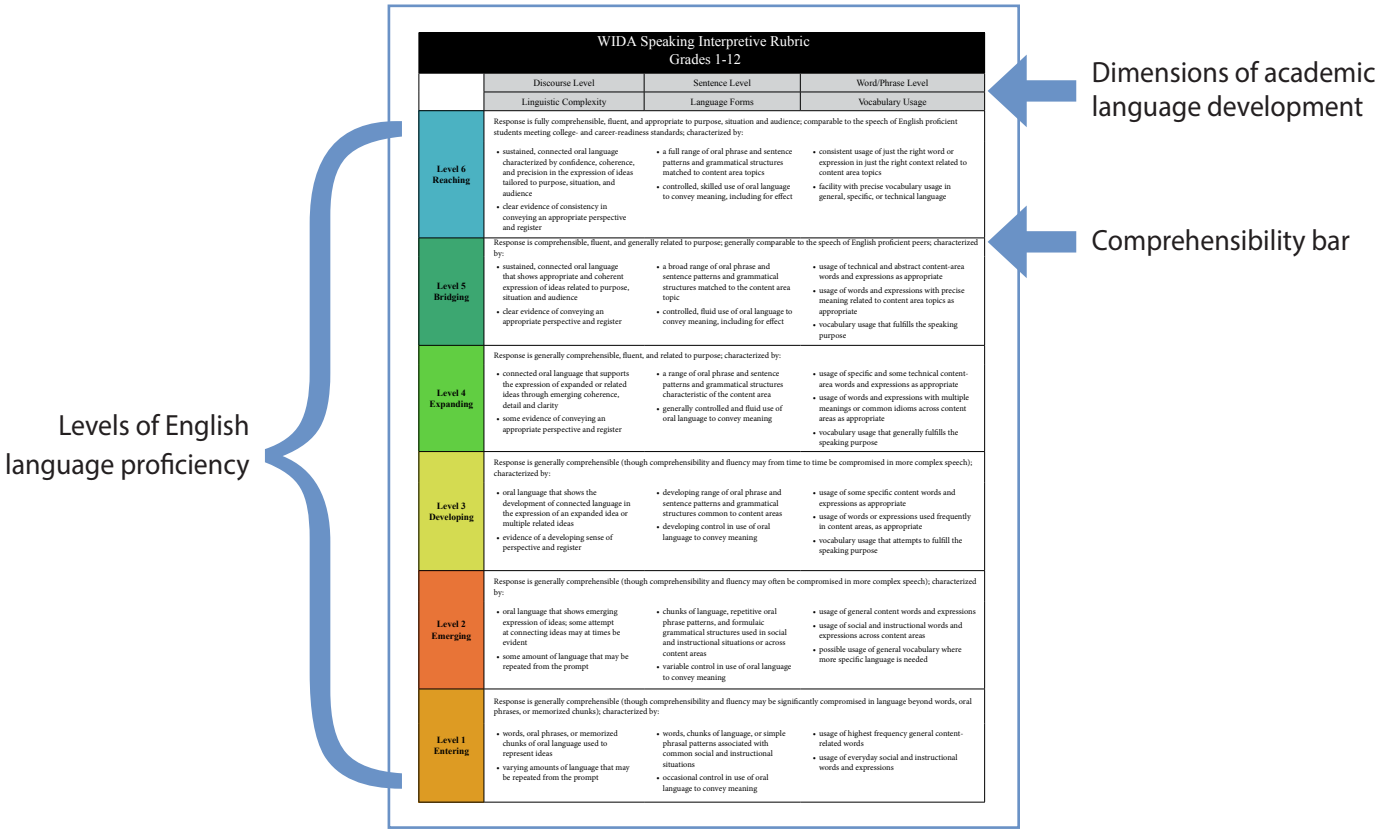
The WIDA Speaking and Writing Interpretive Rubrics are analytic scales that help educators understand what students' speaking and writing sounds and looks like at various levels of English language proficiency.

Describing spoken and written language is a complex task. WIDA uses the terms dimension and proficiency level to describe various aspects of spoken and written language. WIDA has identified three dimensions and six proficiency levels. The dimensions are

- discourse dimension, which describes linguistic complexity (e.g., how connected are the ideas, how detailed are the facts, how appropriate is the register?)
- sentence dimension, which describes language forms (e.g., how varied are the sentence patterns, how fluid is the phrasing, how complex are the structures?)
- word/phrase dimension, which describes vocabulary usage (e.g., how specific are the word choices, how appropriate are the words to the context?)

The six levels of English language proficiency are **1-Entering, 2-Emerging, 3-Developing, 4-Expanding, 5-Bridging,** and **6-Reaching.** They describe the trajectory of language development that students typically follow over time.

In the Interpretive Rubrics, the dimensions of academic language development work together to describe speech or written text at each proficiency level. Look at the rubric shown below. Notice the comprehensibility bar at the top of each language proficiency level description. The two bullets under each dimension name specific criteria or features associated with student responses at each language proficiency level, for that dimension.



Uses for the Rubrics

The WIDA Speaking and Writing Interpretive Rubrics are tools for teachers who work with English language learners (ELLs) in Grades 1-12. Teachers can use these rubrics for three primary purposes.

- Understanding ACCESS for ELLs 2.0 Speaking and Writing scores
- Analyzing student speaking and writing samples
- Interpreting common speaking and writing tasks

The following are suggestions for rubric use.

Use #1: Understanding ACCESS for ELLs 2.0 Speaking and Writing Scores

Students take ACCESS for ELLs 2.0 every year. Schools then receive students' score reports, which show each student's proficiency levels (1-Entering, 2-Emerging, 3-Developing, 4-Expanding, 5-Bridging, and 6-Reaching) in four language domains. Upon receiving the score reports, school leaders and teachers are encouraged to use the Interpretive Rubrics to

- Explain Speaking and Writing performance data to all educators who work with ELLs to help make decisions regarding local placement, grouping, and reclassification
- Examine ELLs' language proficiency in relation to their achievement on summative tests
- Explore ways to enhance ELLs' oral and written language development
- Engage in professional learning on ACCESS for ELLs 2.0 related topics

Use #2: Analyzing Student Speaking and Writing Samples in the Classroom

Throughout the school year, ELLs produce numerous oral and written language samples in a variety of classes. The Interpretive Rubrics afford teachers opportunities to

- Collaborate with each other in co-planning classroom instruction and assessment
- Collect evidence on ELLs' oral and written performance over time
- Coordinate ways to scaffold ELLs' language learning
- Convert the scales to student-friendly ones so that ELLs become familiar with the criteria for success

Use #3: Interpreting Common Speaking and Writing Tasks

On an interim basis, ELLs may produce oral and written language for grade-level/ department projects or program level/ district-wide prompts. The Interpretive Rubrics allow for uniformity of interpretation and reliability in the results by enabling educators to

- Discuss the dimensions of academic language development and their visibility in ELL work on specific tasks or assignments across language proficiency levels
- Describe what ELLs can do with language on different content-related topics in a variety of contexts
- Document ELL progress over the school year by comparing language proficiency data on a series of uniform tasks
- Decide on exemplars for schools or anchor papers for districts that represent each level of language proficiency

WIDA™

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WIDA Speaking Interpretive Rubric
Grades 1-12

	Discourse Level	Sentence Level	Word/Phrase Level
	Linguistic Complexity	Language Forms	Vocabulary Usage
Level 6 Reaching	Response is fully comprehensible, fluent, and appropriate to purpose, situation and audience; comparable to the speech of English proficient students meeting college- and career-readiness standards; characterized by: • sustained, connected oral language characterized by confidence, coherence, and precision in the expression of ideas tailored to purpose, situation, and audience • clear evidence of consistency in conveying an appropriate perspective and register	• a full range of oral phrase and sentence patterns and grammatical structures matched to content area topics • controlled, skilled use of oral language to convey meaning, including for effect	• consistent usage of just the right word or expression in just the right context related to content area topics • facility with precise vocabulary usage in general, specific, or technical language
Level 5 Bridging	Response is comprehensible, fluent, and generally related to purpose; generally comparable to the speech of English proficient peers; characterized by: • sustained, connected oral language that shows appropriate and coherent expression of ideas related to purpose, situation and audience • clear evidence of conveying an appropriate perspective and register	• a broad range of oral phrase and sentence patterns and grammatical structures matched to the content area topic • controlled, fluid use of oral language to convey meaning, including for effect	• usage of technical and abstract content-area words and expressions as appropriate • usage of words and expressions with precise meaning related to content area topics as appropriate • vocabulary usage that fulfills the speaking purpose
Level 4 Expanding	Response is generally comprehensible, fluent, and related to purpose; characterized by: • connected oral language that supports the expression of expanded or related ideas through emerging coherence, detail and clarity • some evidence of conveying an appropriate perspective and register	• a range of oral phrase and sentence patterns and grammatical structures characteristic of the content area • generally controlled and fluid use of oral language to convey meaning	• usage of specific and some technical content-area words and expressions as appropriate • usage of words and expressions with multiple meanings or common idioms across content areas as appropriate • vocabulary usage that generally fulfills the speaking purpose
Level 3 Developing	Response is generally comprehensible (though comprehensibility and fluency may from time to time be compromised in more complex speech); characterized by: • oral language that shows the development of connected language in the expression of an expanded idea or multiple related ideas • evidence of a developing sense of perspective and register	• developing range of oral phrase and sentence patterns and grammatical structures common to content areas • developing control in use of oral language to convey meaning	• usage of some specific content words and expressions as appropriate • usage of words or expressions used frequently in content areas, as appropriate • vocabulary usage that attempts to fulfill the speaking purpose
Level 2 Emerging	Response is generally comprehensible (though comprehensibility and fluency may often be compromised in more complex speech); characterized by: • oral language that shows emerging expression of ideas; some attempt at connecting ideas may at times be evident • some amount of language that may be repeated from the prompt	• chunks of language, repetitive oral phrase patterns, and formulaic grammatical structures used in social and instructional situations or across content areas • variable control in use of oral language to convey meaning	• usage of general content words and expressions • usage of social and instructional words and expressions across content areas • possible usage of general vocabulary where more specific language is needed
Level 1 Entering	Response is generally comprehensible (though comprehensibility and fluency may be significantly compromised in language beyond words, oral phrases, or memorized chunks); characterized by: • words, oral phrases, or memorized chunks of oral language used to represent ideas • varying amounts of language that may be repeated from the prompt	• words, chunks of language, or simple phrasal patterns associated with common social and instructional situations • occasional control in use of oral language to convey meaning	• usage of highest frequency general content-related words • usage of everyday social and instructional words and expressions

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WIDA Writing Interpretive Rubric
Grades 1-12

	Discourse Level	Sentence Level	Word/Phrase Level
	Linguistic Complexity	Language Forms and Conventions	Vocabulary Usage
Level 6 Reaching	Text is fully comprehensible and appropriate to purpose, situation, and audience; comparable to the writing of English proficient students meeting college- and career-readiness standards; and includes: • extended connected text (single or multiple paragraphs) that is organized and shows tight cohesion in the precise expression of ideas • clear evidence of consistency in conveying an appropriate perspective, register, and genre	• a full range of sentence patterns and grammatical structures matched to content area topics • consistent use of appropriate conventions to convey meaning, including for effect	• consistent usage of just the right word or expression in just the right context related to content area topics • facility with precise vocabulary usage in general, specific, or technical language
Level 5 Bridging	Text is comprehensible and related to purpose; generally comparable to the writing of English proficient peers; and includes: • extended connected text (single or multiple paragraphs) that is organized and shows a cohesive and coherent expression of ideas • clear evidence of conveying an appropriate perspective, register, and genre	• a broad range of sentence patterns and grammatical structures matched to the content area topic • nearly consistent use of appropriate conventions to convey meaning, including for effect	• usage of technical and abstract content-area words and expressions as appropriate • usage of words and expressions with precise meaning related to content area topics as appropriate • vocabulary usage that fulfills the writing purpose
Level 4 Expanding	Text is generally comprehensible at all times; approaches comparability to the writing of English proficient peers; and includes: • connected text (sentences or paragraphs) that shows an organized expression of ideas with emerging cohesion • some evidence of conveying an appropriate perspective, register, and genre	• a range of sentence patterns and grammatical structures characteristic of the content area • generally consistent use of appropriate conventions to convey meaning	• usage of specific and some technical content-area words and expressions as appropriate • usage of words and expressions with multiple meanings or common collocations and idioms across content areas as appropriate • vocabulary usage that generally fulfills the writing purpose
Level 3 Developing	Original text is generally comprehensible (though comprehensibility may from time to time be compromised in more complex original text) and includes: • text that shows developing organization in the expression of an expanded idea or multiple related ideas • evidence of a developing sense of perspective, register, and genre	• a developing range of sentence patterns and grammatical structures common to content areas • developing use of conventions to convey meaning	• usage of some specific content words and expressions as appropriate • usage of common cognates, words, or expressions related to content areas as appropriate • vocabulary usage that attempts to fulfill the writing purpose
Level 2 Emerging	Some original text and text adapted from model or source text is generally comprehensible (though comprehensibility may often be compromised in attempts at more complex original text) and includes: • text that shows emerging expression of an idea or ideas and may demonstrate some attempt at organization • some amount of text that may be copied or adapted	• repetitive sentence and phrasal patterns and formulaic grammatical structures used in social and instructional situations or across content areas • variable use of conventions	• usage of general content words and expressions • usage of social and instructional words and expressions across content areas • possible usage of general vocabulary where more specific language is needed
Level 1 Entering	Text that is copied or adapted from model or source text is generally comprehensible (though comprehensibility may be significantly compromised in original text) and includes: • language that represents an idea or ideas • varying amounts of text that may be copied • adapted text that may contain some original language	• words, chunks of language, or simple phrasal patterns associated with common social and instructional situations • possible use of some conventions	• usage of highest frequency general content-related words • usage of everyday social and instructional words and expressions

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