

Score	Ideas & Content	Organization	Language & Audience	Conventions of Print
<p>1</p> <p>Equivalent ELD Level: Beginning</p>	<ul style="list-style-type: none"> ◦ Ideas may be unclear or unrelated to prompt topic; words may be missing or repeated. ◦ When asked, student may not be able to decipher own writing. 	<ul style="list-style-type: none"> ◦ Correct directionality. ◦ Uses blank space for illustration & lines for writing. ◦ Minimal writing consists of labels on drawing, listed words, a phrase/fragment, or a sentence (often run-on). 	<ul style="list-style-type: none"> ◦ Student writes first name. ◦ Primarily uses simple sentences (subject-verb); vocabulary often repetitious and pattern-like. ◦ Some random or meaningful words may be copied from environment. 	<p><u>Spelling</u>: ◦ May use approximated spelling, demonstrating letter-sound correspondence particularly with beginning and/or ending consonant sounds. Writing may still be represented by scribbles, letter shapes and/or letter strings.</p> <p><u>Penmanship</u>: ◦ Upper and lower case letters are often used interchangeably and randomly; writing may be in all capital letters. May include reversed or incorrectly-formed letters.</p> <p>◦ Spacing between words may be insufficient or nonexistent.</p> <p><u>Grammar</u>: ◦ Ending punctuation may be absent or incorrect.</p>
<p>2</p> <p>ELD Level: Early Intermediate</p>	<ul style="list-style-type: none"> ◦ Writes a complete thought to convey an idea or story. ◦ Some sentences may be off topic; storyline may wander. 	<ul style="list-style-type: none"> ◦ Writing is substantial ((five or more lines of writing). Run-on sentences or fragments are still common. 	<ul style="list-style-type: none"> ◦ Student writes first and last names correctly as proper nouns. ◦ Some sentence variety is present. 	<p><u>Spelling</u>: ◦ Consistently uses approximated spelling, demonstrating letter-sound correspondence for beginning, medial & final sounds. May correctly spell some sight words.</p> <p><u>Penmanship</u>: ◦ Correctly produces many upper/lower case letters; some capital letters may be used inappropriately; few reversals.</p> <p>◦ Spacing between words present but often inconsistent.</p> <p><u>Grammar</u>: ◦ Often capitalizes the beginnings of sentences and punctuates the ends with periods (run-on sentences common).</p>
<p>3*</p> <p>ELD Level: Intermediate</p> <p><small>*Grade level by end of year</small></p>	<ul style="list-style-type: none"> ◦ Elaborates on a focused idea about topic or tells a simple story. 	<ul style="list-style-type: none"> ◦ Complete, coherent sentences all relate to topic or serve to develop a brief narrative. ◦ Writing consists of three or more complete sentences. ◦ Sentences begin to show some logical sequence. 	<ul style="list-style-type: none"> ◦ May begin to experiment with different sentence types or dialogue. ◦ Begins to use some sensory details or descriptive language such as adjectives. ◦ Sense of audience may be evident in information or details author chooses to include (i.e. anticipating reader's questions). 	<p><u>Spelling</u>: ◦ Uses letter/sound correspondence for all sounds; spells most 3- to 4-letter short-vowel words and grade-level sight words correctly; begins to use strategies & phonics rules for unfamiliar words.</p> <p><u>Penmanship</u>: ◦ Correctly & neatly uses lines to print most upper/lower-case letters. No reversals or improper capitalization. Correctly spaces letters, words & sentences.</p> <p><u>Grammar</u>: ◦ Consistently capitalizes the beginning of sentences, people names and the word "I".</p> <p>◦ Appropriately uses a variety of ending punctuation (? !.); some run-on sentences may still be present.</p> <p>◦ Correctly uses singular/plural nouns, contractions & singular possessive pronouns ('s, my/mine, his/her, hers, your/s)</p>
<p>4</p> <p>ELD Level: Intermediate</p>	<ul style="list-style-type: none"> ◦ Includes some informative or descriptive details to support idea or to enrich story. 	<ul style="list-style-type: none"> ◦ Shows some evidence of an organizational plan (such as beginning, middle and/or end). ◦ Writing consists of five or more focused sentences. ◦ Fiction: attention to story structure such as setting, character and/or plot. 	<ul style="list-style-type: none"> ◦ Sentence structure varies deliberately and effectively. ◦ Includes some lively and interesting descriptive language or details. ◦ Shows a basic sense of audience in tone, address and choice of appropriate language. 	<p><u>Spelling</u>: ◦ CVC and grade-level sight words are spelled correctly, including "spelling demons" (i.e. know, what, etc.); consistently attempts conventional spelling of unfamiliar words using strategies & phonics rules.</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.