Formative Assessment for English Language Learners:

- In addition to formatively assessing mastery of content, ELL students should be formatively assessed for their language growth, as well.
- In order to track each student's language growth, at least once per quarter, the WIDA Writing and Speaking Rubrics should be used to score student writing and oral discussion.
- Use the WIDA Writing Rubric and WIDA Speaking Rubric Overview and Scoring Protocols below to guide your assessment.

WIDA Writing and Speaking Rubrics Overview:

The WIDA Writing and Speaking Rubrics represent a standards-referenced approach, allowing teachers to judge the extent to which a student has met expectations for particular language proficiency levels within writing and speaking. It contains six (6) levels of proficiency, associated with expectations based on linguistic complexity, vocabulary usage, and language forms and conventions:

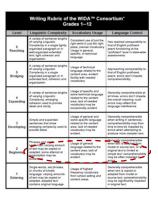
- Linguistic complexity refers to a student's amount and quality of written discourse, in terms of the types and variety of grammatical structures and the organization and cohesion of ideas.
- Vocabulary usage refers to a student's use of general, specific or technical language within a given context to communicate meaningfully.
- Language forms and conventions reflect the extent to which a student conveys meaning when producing original text, and the extent to which the written text is comprehensible. Aspects of language forms and conventions include grammar (syntax), word choice (semantics), and mechanics (spelling, punctuation and capitalization).

WIDA Writing Rubric Scoring Protocol:

Follow the steps outlined below and use Document 1 and 2 (attached) to formatively assess the written language growth of your ELL students at least once per quarter.

Step 1: Review WIDA Writing Rubric criteria and corresponding Glossary of Terms.

Writing Rubric of the WIDA ¹⁶ Consortium' Grades 1–12				Appendix G: Glossary of Terms Lingulatic Complexity: to party of larger of ind of operation to a state's only writes request true stated a party Complexity indust		
Level	Linguistic Complexity		Language Control	Colonies — and or writes language that through adjusted and phrasel worldword for the brokes down surviv for throward, while individuality language that the rate who can a to down?, while during world water and order or other papers. The link is downess with individual evented through and they are		
6 Reaching	A variety of sentence lengths of varying Unguistic 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 be right plains; presse Vocabulary Usage in persenti, specific, or technical language.	Has reached comparability to that of English proficient pears functioning at the "proficient" level in state-wide assessments.	disconnenti. Seegle website:		
5 Bridging	A variety of sentence lengths of varying Linguistic Complexity in a single organized paragraph or in extended fault, cohesion and organization	Usage of technical language related to the optient area, evident facility with needed visitabulary.	Approaching comparability to that of English proficient peers; encirs don't impede comprehenability.	Parameterial joi forging tanggang 1 — only anyon typice approprint from a financia, do and in a surprise anima. Capitel 1611 — writes that is approach of wards from for an information of the streng partice. Magnet for a surface strength and the strength of the strength particular is the strength of the Magnet for a surface strength and the strength of the strength of the strength of the finance appropriate strength of the distrength of the strength of the distrength of the strength of the strength of the strength of the distrength of the strength of the strength of the distrength of distrength of the distrength of the distrength of distrength of d		
4 Expanding	A variety of sentence lengths of varying Cirguistic Complexity, energing schesion used to provide detail and clarity.	Usage of specific and some technical language related to the content, area, lock of needed vocabulary may be soccasionally evident.	Generally comprehensitie at all times, errors don't impedie the overall meaning, such errors may reflect from tanguage interference.	Inpettimes solid Language Control has not in the nuclear discoversion control of a cli or virtue loggery to accord surging Control priority appropriate and functions with and photos constrol and attended Con- legange Control priority approach to regularize solid and attended Control Research envirtue of weights are should be priorited in the priority of the strength of the strength of the strength of the strength of the strength of the strength Compending strength of priority strengths control or strength of the stren		
3 Developing	Simple and expanded sentences that show emerging screptexity 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 sertences; congrehensibility may from time to time be impeded by errors when attempting to produce intere complex text.	Explisi perficient peer		
2 Degisning	Phoses and short sentences, varying amount of sert may be oppied or adapted, some attempt at organization may be evidenced.	Usage of general language related to the content area, lack of vocabulary may be evident.	Conversity comprehensities when fail to adapted from model or source text, or when organitized is londed to simple text, comprehensibility may be often impedied by errors.	Plendigbol et et al increasion is provinciple of mode and production by the information of the sequence of the set of the sequence of the set of the sequence of the set of t		
1 Entering	Single words, set phrases, or churks of single language, varying amounts of text may be regimed or adapted, adapted text contains original language.	Usage of highest frequency usualiviary from school setting and content areas	Cenerally comprehensible when text is capled or adopted from model or source text, comprehensibility may be significantly impeded in corporal text.	Performance inductory equicity adds outlines (in the WDA U.) resolution that are surgerity to be determined by WDA (in the termination model to complete an ext piper? Theme fulfier a collation of and these operated using near sometrary, a for sample, a form time to path 4.5°, adding, Joness on our off of the set with the termination of the termination for building (Look), or they performance indicates, and the term of heat the termination of the long de building.		



Step 2: Read the student work sample and determine an initial holistic score based on your overall impression of the paper.

Step 3: Assign a score in each category (Linguistic Complexity, Vocabulary Usage and Language Forms and Conventions) in order to identify which of the following are areas of strength or areas for improvement:

- 1. Begin with the level you assigned as an overall score.
- If the writing sample <u>meets</u> the expectations at that level for a particular category, then <u>move up</u> to the next level on the rubric.
- If it <u>meets</u> that level of expectations, <u>assign</u> it that score for that individual category. If it <u>doesn't meet</u> that level, assign it the level you <u>started with</u>.
- 4. If the writing sample <u>does not meet</u> the expectations at that level for a particular category, then move down to the next level on the rubric.

*Scores should only vary by one point to reflect a strength or weakness.

Step 4: Record your holistic score and the scores for the individual categories in the first column of the chart. Also, record areas of strength or areas of weakness at the bottom of the chart.

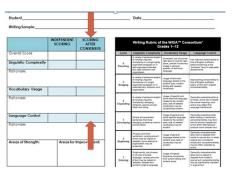
*It can be helpful to briefly note the rationale for each score by referencing the specific language in the WIDA Writing Rubric.

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Student				Date			
	INDEPENDENT SCORING SCORING AFTER CONSENSUS			Writing Rubric of the WIDA [™] Consortium* Grades 1-12			
Overal Score			Level	Linguistic Complexity	Vocabulary Usage	Language Control	
Linguistic Complexity Rationale:			4 Reaching	A carlety of sentence lengths of verying Englishin Compresity in a single tightly organized paragraph or in well-organized extended level, tight otherain and monitories.	Consistent use of just the right each in just the right plane, precise Visual-July Usage in general, ageodic, or technical language.	Has reached comparability to that of English proficient peens functioning at the "proficient" level in state-woll assessments.	
Vocabulary Usage			5 Dridging	A curiery of sentence lengths of verying Linguistic Companities paragraph or in extended baragraph or in extended text, othersion and organization	Usage of technical language related to the content areas evident facility with needed violativary.	Approaching comparability t that of English profesent peers, errors don't ingede comprehenability	
Rationale:			4 Expanding	A carlety of sentence lengths of cargong Engunds Company, emerging ophesion used to provide detail and clarity.	Usage of specific and some technical language related to the content area, tack of needed vocabulary may be occasionally audent.	Generally comprehenable at all times, errors don't impedi the overall majoring such errors may reflect thru tanguage interference.	
Language Control Rationale:			3 Developing	Simple and expanded sectarizes that show energing complexity used to provide detail.	Usage of prevailand bothe specific language related to the content area, lock of needed viscabulary may be wodent.	Generally comprehensible when writing in sentences, comprehensibility may from time to time be impedied by errors when adlergiting to produce more comprehent fant.	
Areas of Strength:	reas of Strength: bas for Improvement:		2 Deginning	Phrases and short sentences, varying amount of text may be capied or adapted, some alternal at organization may be exclement.	Unage of general language related to the content area; lock of vocabulary may be endert.	Centerally comprehenable when text to adapted how model or source text, or whe organal text is binded to simple text, comprehenable may be often impedied by whore.	
			1 Entering	Dright words, set phrases, or churks of simple briguage, carying amounts of text may be capited or adopted analysis text contains original language.	Usage of highest Nequency usuabulary from school setting and content areas	Generally comprehensible when text is separt or adapted from model or source text, comprehensible may be spinfustly impede in original text,	



*Step 5: If you have a colleague to compare with... Discuss your rationale for the scores assigned in each category. Come to consensus by giving specific examples from your rationale. Record your final scores in the right column. *Ideal but not mandatory

Document 1: WIDA Writing Rubric:

Writing Rubric of the WIDA [™] Consortium* Grades 1-12					
Level	Linguistic Complexity	Vocabulary Usage	Language Forms and Conventions		
6 Reaching*	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 assessment.		
5 Bridging	A variety of sentence lengths 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.		
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.		
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.		
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.		
1 Entering	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.		

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

Document 2: WIDA Writing Rubric Consensus Scoring Chart:

	INDEPENDENT SCORING	SCORING AFTER CONSENSUS
Overall Score		
Linguistic Complexity		
Rationale:	·	
Vocabulary Usage		
Rationale:		
Language Forms and Conventions		
Rationale:		
Areas of Strength:	Areas for Improvemen	nt:

WIDA Speaking Rubric Scoring Protocol:

Follow the steps outlined below and use Document 3 and 4 (attached) to formatively assess the oral language growth of your ELL students at least once per quarter.

Step 1: Review WIDA Speaking Rubric criteria.

Step 2: Record or transcribe a student as they are speaking (can be formal or informal). Listen or reread what the student said and assign a holistic score.

Step 3: Assign a score in each category (Linguistic Complexity, Vocabulary Usage and Language Forms and Conventions) in order to identify which of the following are areas of strength or areas for improvement:

- 1. Begin with the level you assigned as an overall score.
- 2. If the speaking sample <u>meets</u> the expectations at that level for a particular category, then <u>move up</u> to the next level on the rubric.
- If it <u>meets</u> that level of expectations, <u>assign</u> it that score for that individual category. If it <u>doesn't meet</u> that level, assign it the level you <u>started with</u>.
- If the speaking sample <u>does not meet</u> the expectations at that level for a particular category, then move down to the next level on the rubric.

*Scores should only vary by one point to reflect a strength or weakness.





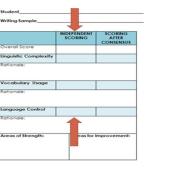


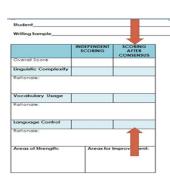


Step 4: Record your holistic score and the scores for the individual categories in the first column of the chart. Also, record areas of strength or areas of weakness at the bottom of the chart.

*It can be helpful to briefly note the rationale for each score by referencing the specific language in the WIDA Speaking Rubric.

*Step 5: If you have a colleague to compare with... Discuss your rationale for the scores assigned in each category. Come to consensus by giving specific examples from your rationale. Record your final scores in the right column. *Ideal but not mandatory





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Document 3: WIDA Speaking Rubric

	Speaking Rubric of the WIDA [™] Consortium [*] Grades 1-12					
Task Level	Linguistic Complexity	Vocabulary Usage	Language Forms and Conventions			
5 Bridging	A variety of sentence lengths of varying linguistic complexity in extended oral discourse; responses show cohesion and organization used to support main ideas	Technical language related to the content area; facility with needed vocabulary is evident	Approaching comparability to that of English proficient peers in terms of comprehensibility and fluency; errors don't impede communication and may be typical of those an English proficient peer might make			
4 Expanding	A variety of oral sentence lengths of varying linguistic complexity; responses show emerging cohesion used to provide detail and clarity	Specific and some technical language related to the content area; groping for needed vocabulary may be occasionally evident	At all times generally comprehensible and fluent, though phonological syntactic or semantic errors that don't impede the overall meaning of the communication may appear at times; such errors may reflect first language interference			
3 Developing	Simple and expanded oral sentences show emerging complexity; responses show emerging cohesion used to provide detail and clarity	General and some specific language related to the content area; may grope for needed vocabulary at times	When communicating in sentences, is generally comprehensible and fluent; communication may from time to time be impeded by groping for language structures or by phonological, syntactic or semantic errors, especially when attempting more complex oral discourse.			
2 Emerging	Phrases, short oral sentences	General language related to the content area; groping for vocabulary when going beyond the highly familiar is evident	When using simple discourse, is generally comprehensible and fluent; communication may be impeded by groping for language structures or phonological, syntactic or semantic errors when going beyond phrases and short, simple sentences			

1	Single words, set	Highest frequency vocabulary	When using memorized
	phrases or chunks of	from school setting and content	language, is generally
	memorized oral	areas	comprehensible; communication
Entering	language		may be significantly impeded when going beyond the highly familiar

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.

Document 4: WIDA Speaking Rubric Consensus Scoring Chart

	INDEPENDENT SCORING	SCORING AFTER CONSENSUS
Overall Score		
Linguistic Complexity		
Rationale:		
Vocabulary Usage		
Rationale:		
Language Forms and Conventions		
Rationale:		
Areas of Strength:	Areas for Improvement	nt: