

WIDA Writing Rubric

PRE-K-KINDERGARTEN

Level	Linguistic Complexity	Vocabulary Usage	Language Control
<p>6 Evidence: Complete "Story"</p>	<ul style="list-style-type: none"> Text presents one clear example of a successful attempt at producing related, connected English phrases and sentences At least two clear sentences are present A logical sequence or relationship between phrases and sentences is present Each phrase or sentence contains at least two "words" 	<ul style="list-style-type: none"> "Words" go beyond memorized, high-frequency vocabulary, though some sight words and easily decodable words may be present and written accurately "Words" are clearly recognizable and contain beginning, middle and ending sounds (in longer words) 	<ul style="list-style-type: none"> Invented spelling and/or lack of mechanics may impede full comprehensibility of the text Inventive spelling closely approximates standard spelling Evidence of capitalization and punctuation may be present No clear observable influence of native language is present
<p>5 Evidence: "Story"</p>	<ul style="list-style-type: none"> Text contains at least one clear example of a successful attempt at producing at least two related or connected English phrases or sentences At least one clear sentence is present A logical or sequential word order within phrases or sentences is present Each phrase or sentence contains at least two "words" 	<ul style="list-style-type: none"> "Words" go beyond memorized, high-frequency vocabulary "Words" are generally recognizable and contain attempts at beginning, middle and ending sounds (in longer words) All key "words" in the related or connected phrases or sentences are attempted 	<ul style="list-style-type: none"> Invented spelling and/or lack of mechanics may impede comprehensibility of the text Evidence of word boundaries is present Observable influence of native language may be present
<p>4 Evidence: "Phrase or sentence"</p>	<ul style="list-style-type: none"> Text contains at least one clear example of a successful attempt at producing an English phrase or short sentence The phrase or short sentence contains at least three "words" 	<ul style="list-style-type: none"> At least one "word" in the phrase or short sentence goes beyond "memorized" text (e.g., 'I like...,' 'I play...') "Words" are generally recognizable and contain attempts at beginning, middle and ending sounds (in longer words) Letter sounds within words may be out of order All key "words" in the phrase or short sentence are attempted 	<ul style="list-style-type: none"> Invented spelling and lack of clear word boundaries may impede comprehensibility of the text Attempts at word boundaries may be present Observable influence of native language may be present



WIDATM

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Last revised 3/1/2020

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<p style="text-align: center;">3</p> <p style="text-align: center;">Evidence: "Words"</p>	Text contains at least two clear, independently produced examples of successful attempts at producing English words	<ul style="list-style-type: none"> • At least one "word" goes beyond memorized, high frequency words (e.g., 'cat', 'dog') • "Words" may be recognizable and contain attempts at beginning, middle and ending sounds (in longer words) • Letter sounds within words may be out of order 	<ul style="list-style-type: none"> • Invented spelling and lack of clear word boundaries may impede comprehensibility of the words • Observable influence of native language may be present
<p style="text-align: center;">2</p> <p style="text-align: center;">Evidence: Sound/letter correspondence</p>	Text contains at least two clear, independently produced examples of successful attempts at producing English sound/letter correspondence	<ul style="list-style-type: none"> • Evidence of knowledge of sound/letter correspondence may be provided by attempts at any of the following: <ul style="list-style-type: none"> • beginning and ending word sounds • beginning and middle word sounds • middle and ending word sounds • beginning word sounds only • a single sound representing a word • Examples of letters may be in list form, written vertically or horizontally • Evidence of "memorized" writing in English (e.g., proper names, 'mom,' 'dad') may be present 	<ul style="list-style-type: none"> • Poor letter formation and/or lack of any type of boundaries within text may impede recognition of attempts of producing sound/letter correspondences • Observable influence of native language may be present
<p style="text-align: center;">1</p> <p style="text-align: center;">Evidence: Letter copying</p>	Text contains clear evidence of successful attempts at writing at least two letters, of which one may display knowledge of sound/letter correspondence	<p>Evidence of ability to write letters may be provided by any of the following:</p> <ul style="list-style-type: none"> • writing own name • copied letter(s) • random letter(s) • traced letter(s) • scribble writing 	Poor letter formation quality may impede recognition of letters
<p style="text-align: center;">0</p> <p style="text-align: center;">Evidence: Letter and/or picture</p>	<ul style="list-style-type: none"> • Text contains no more than one clear, independently written letter • No response 	Symbols or pictures, perhaps copied from graphics, may be present	No language control is evident due to lack of text

