

**WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT
ENGLISH LANGUAGE DEVELOPMENT PROGRAM
ELEMENTARY WRITING PROFICIENCY SCORING RUBRIC**

The scoring rubric was developed as part of a comprehensive system for assessing the English language proficiency of language diverse students. The writing proficiency scoring rubric is to be used to assess writing proficiency only. The other components of the WCCUSD assessment system should be used to determine a student's level of proficiency in other language modalities (reading, listening, and speaking). All of the components of the WCCUSD assessment system (listening, speaking, reading, and writing) must be reviewed together in making ELD placement, level movement, and program exit decisions.

The rubric is based on the WCCUSD ELD Standards. At all five levels, English Learner errors vs. native English speaker errors are emphasized and should be given weight in scoring holistically. Examples of common EL errors are provided at the end of the rubric.

	1	2	3	4	5
Idea Development	Writing is minimally comprehensible. May be all or part in L1.	Writes about the topic which is basically comprehensible.	Writes on a clear topic with some supporting detail.	Develops topic and thesis with relevant supporting detail though some ideas may not be fully developed.	Has clear topic and coherent thesis with distinct supporting detail. Fully developed.
Organization	Writes with limited or unclear organization.	Writes with some sequencing present but connections to topic may be unclear.	Attempts to write on topic with logical or sequential order. Occasionally strays from topic.	Stays on topic with logical or sequential order. Begins to organize paragraphs appropriately.	Writes consistently on topic with a beginning, middle, and end. Writes coherent paragraphs with smooth transitions, evidence of theme, and sequencing of ideas.
Sentence Fluency and Structure	Uses single words, pictures, and patterned phrases Or Attempts simple sentences. Errors obstruct meaning.	Writes predominantly in simple sentences and present tense. Attempts compound sentences. Run-on sentences and fragments are common. Very frequent verb errors. Structural errors often interfere with meaning.	Experiments with compound and complex sentences though run-ons and fragments still occur. Experiments with a variety of verb tenses but may not use them consistently and/or correctly. Structural and grammatical errors sometimes interfere with meaning.	Varies sentences in length, structure, and type. Is approaching fluency, though may still be awkward or mechanical. May still have a few run-ons and fragments. Uses transition words. Has basic control of a variety of verb tenses, but may have some errors which rarely interfere with meaning.	Varies sentences in length, structure, and type. Has very few run-ons or fragments. Uses smooth transitions. Sentences sound natural and clear. Uses mostly standard grammatical forms including varied and appropriate verb tenses. Errors do not interfere with meaning.

Word Choice and Usage	Copies from a model Or Uses very limited or repetitious vocabulary.	Uses only simple and/or high frequency words. Repeats these words often. May omit words or have problems with word order or word forms.	Uses vocabulary which is usually appropriate to purpose, may be somewhat limited, repetitive or awkward. Incorrect word forms may sometimes be used. Idiomatic expressions may be attempted.	Generally uses varied and appropriate vocabulary to express specific ideas. Some words may be over-used. Usually uses the correct word form. Uses some idiomatic expressions, not always correctly.	Chooses varied, specific, and more complex vocabulary that aptly and concisely conveys the intended meaning. Uses appropriate idiomatic expressions.
Voice			Expresses ideas, opinions, and feelings. Some awareness of audience.	Writes with clear purpose. Awareness of audience is present.	Writes with a consistent, individual, and convincing point of view. Has a clear sense of audience.
Writing Conventions/ Mechanics	Uses transitional (phonetic) spelling. Multiple errors in capitalization and punctuation.	Uses some capitalization, punctuation, and transitional spelling. Convention errors often interfere with meaning.	Uses beginning capitalization and end punctuation appropriately and consistently but may make frequent mistakes in other writing conventions. Spelling errors are not usually L1 transitional errors.	Uses beginning capitalization and end punctuation correctly and consistently but has a few mistakes in other writing conventions. Spelling errors are not L1 transitional errors.	Uses capitalization and punctuation correctly and consistently. Makes few spelling errors.

Use the chart above to determine a holistic score (1, 2, 3, 4, or 5) when rating a student's writing sample. Select the score that best describes the writing sample holistically. A sample does not have to meet every criterion listed under a certain score to be given that holistic score. If a writing sample meets most (approximately 70% - 80%) of the criteria listed for a certain score, give it that score rather than the score below.

Throughout the scoring process, an emphasis needs to be placed on “EL Errors” vs native English errors. One guideline to use is that if it doesn’t sound like an English construction by a native speaker, it most likely is an EL error. A guideline of “Typical ESL Errors” is available from Bilingual/ELD Services.

Examples of common EL errors (taken from WCCUSD student writings):

I went to school in Monday. ** He like it? ** Can he does it? ** I am read the book. ** I have been to park yesterday. ** Did you ran? **They decided to built more roads. He felt asleep. ** I was afraid of telling her by facing her. ** I didn’t remember where were the stores. ** I am bery sorry. ** The teacher gave us many informations about the test. ** She gave me a five-dollars bill. ** I am reading the newspaper every day. ** I am quite interesting in this subject. ** I wish I will get a good grade in this class. ** After the game, it was a big party in the gym. ** We are five from Mexico on the team. ** The car hit the post had crossed the street. ** Some families are too poor that they can hardly have enough to eat. ** They asked that what was happening. **