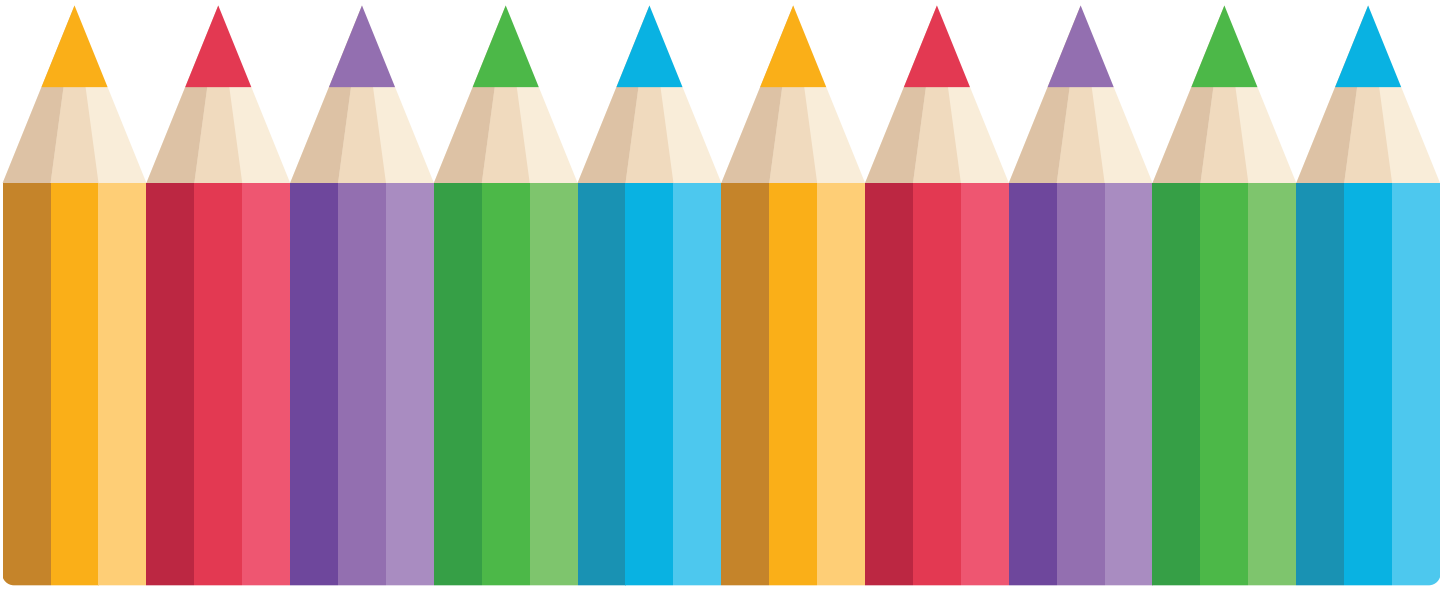
WIDA™

UNIVERSITY OF WISCONSIN–MADISON

Interpretive Guide for Score Reports

WIDA MODEL
Grades K–12



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Introduction

Welcome to the *WIDA MODEL Interpretive Guide for Score Reports: Grades K–12*. The aim of the Interpretive Guide is to assist stakeholders in understanding the scores reported for WIDA MODEL test takers.

WIDA MODEL is an English language proficiency assessment for students in kindergarten through grade 12. For kindergarten, it is a paper-based test only. For grades 1–12 (in grade-level clusters 1–2, 3–5, 6–8 and 9–12), it is available in either an online or paper version. Students who take WIDA MODEL complete four domain tests (Speaking, Listening, Reading, and Writing). The first section of this document explains reported scores on WIDA MODEL. The second section addresses WIDA MODEL score reports.

WIDA MODEL can be used in the following ways:

In the US WIDA Consortium	**Outside of the US WIDA Consortium**
Serve as an interim assessment during the school year, providing information that informs instructional planning and other decisions related to students' education	Serve as an assessment during the school year, providing information that informs instructional planning and other decisions related to students' education
Guide instructional and curricular decisions while waiting for ACCESS for ELLs score reports	Track student progress (growth) annually to help inform whether students are on track with their English language development
Determine tier placement on ACCESS for ELLs (ACCESS for ELLs Paper)	Support decisions to exit students from English language support services, when used with other criteria such as teacher recommendations and performance in content classes
Some schools use WIDA MODEL for Kindergarten for identification or placement of incoming kindergarten students	Some schools use WIDA MODEL for Kindergarten for identification or placement of incoming kindergarten students

In this document, unless otherwise specified, WIDA MODEL refers to both the online testing mode and the paper-based testing mode. Much of the information about grades 1–12 is also applicable to WIDA MODEL for Kindergarten. Information that is specific to online, paper-based, or kindergarten will be labeled as such.

WIDA MODEL Technical Reports are available in the Resource Library of the WIDA website (wida.wisc.edu/resources).

- Technical reports from 2012 provide detailed descriptions of the development of the original paper-based MODEL, which was later adapted into the online assessment.
- The 2020 Field Test Technical Report describes the 2020 content refreshment and field test of WIDA MODEL Online tests for grades 1–12.
- WIDA MODEL for Kindergarten was developed at the same time as the kindergarten form of ACCESS for ELLs. As such, the technical report for Kindergarten ACCESS for ELLs applies to WIDA MODEL for Kindergarten as well.

WIDA MODEL Scores

WIDA MODEL assesses English language proficiency in four domains and scores are reported for all domains. However, the way scores are calculated varies by domain and whether WIDA MODEL Paper or WIDA MODEL Online is being administered.

Student responses to the WIDA MODEL Speaking and Writing domain tests are scored by staff at the local level (school or district staff). These raters of the Speaking and Writing responses are referred to as "local raters" within this document.

How Scores Are Calculated

For both the online and paper modes (including kindergarten), scores are calculated in the same way. First, raw scores (the total number of items correct for Listening and Reading or the total number of points awarded for an initial rating for Speaking and Writing) are tallied. Raw scores are not very meaningful by themselves, because they do not account for the overall difficulty of the items or tasks. That is, if a student responds correctly to several difficult questions, they should receive a higher score overall than if they get the same number of easier questions correct.

Next, raw scores are transformed into scale scores using a statistical process. Scale scores account for the difficulty of the items and tasks, even across grade levels. Then, scale scores are converted into proficiency levels (PLs) for both domains and composite scores. The scale scores that mark where one proficiency level ends and the next begins are referred to as cut scores. For WIDA MODEL, cut scores were determined through linking studies with ACCESS for ELLs.

More detailed information about how scores for WIDA MODEL Online, WIDA MODEL Paper, and WIDA MODEL for Kindergarten are calculated is outlined below.

WIDA MODEL Online

Local raters score the Speaking test using the WIDA MODEL Speaking Rubric and enter these scores within the student test delivery application, TestNav. You can see the Speaking Rubric in the Appendix.

Local raters score the Writing test using the WIDA MODEL Writing Rubric and enter these scores within the test management platform, ADAM. You can see the Writing Rubric in the Appendix.

- Listening and Reading scores are automatically calculated after the student takes the test and submits their answers.
- The test management platform calculates the domain and composite scores. See the Composite Scores section for more information about how composite scores are calculated.

WIDA MODEL Paper (Grades 1–12)

- Local raters score the Speaking and Writing tests using the Speaking Rubric and the Writing Rubric (see the Appendix).
- Test administrators use the answer sheets in each Student Response Booklet to record and add up the number of correct answers for Step 1 and Step 2 for Listening and Reading.
- All four raw domain scores are entered into the WIDA MODEL Score Calculator (wida.wisc.edu/assess/model/calculator), which calculates the domain and composite scores.

WIDA MODEL for Kindergarten

- Test administrators use the summary score sheets that are included in the WIDA MODEL for Kindergarten kits to record the domain scores (Listening, Speaking, Writing and Reading) for all domains that the students take.
- If the students attempt all domains (at the stakeholder's discretion, not all domains must be attempted), composite scores can be generated using the chart on page 1 of the Summary Score Sheet, or via the WIDA MODEL Score Calculator.

Interpreting MODEL Scores

For grades 1–12, both WIDA MODEL Online and Paper report scale scores and proficiency level scores. WIDA MODEL for Kindergarten reports proficiency level scores only.

Scale Scores

Scale scores track student growth over time and across grades. Because scale scores account for differences in item difficulty, they place all students on a single continuum. In addition, scale scores allow you to compare student performance across grades and within each domain with more precision over time than you'll see with proficiency levels. For example, you can use scale scores to track how much a student's listening ability increases from grade 6 to grade 7.

Scale scores are not raw scores. A raw score is simply a tally of correct responses and does not provide a meaningful measure of student performance. For example, in the Listening and Reading tests on WIDA MODEL Online and WIDA MODEL Paper (grades 1–12), students are routed into one of three tracks (low, mid, or high), so that they are presented with test items and tasks at an appropriate level of difficulty. A student at beginning proficiency is routed into the low track and sees easier items, and a higher-proficiency student is routed into the high track and sees more difficult items. Scale scores reflect the fact that a student who correctly answers 10 difficult questions demonstrates a higher level of proficiency than a student who correctly answers 10 less challenging questions.

Proficiency Levels

Proficiency levels are interpretive scores. They are interpretations of scale scores that may be used to show what students can do with their language development, based on their performance on the assessment. In other words, they are based on, but separate from, scale scores. Proficiency level scores are reported from 1.0 to 6.0. They describe the student's performance in terms of the six WIDA English Language Proficiency Levels:

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Entering	**Emerging**	**Developing**	**Expanding**	**Bridging**	**Reaching**

The proficiency level score is a whole number followed by a decimal. The whole number reflects the student's proficiency level, and the number after the decimal point reflects how far the student has progressed within that level. For example, a student with a score of 3.7 is at proficiency level 3 and is over halfway toward achieving proficiency level 4.

Take care when comparing proficiency level scores across grades. A second grader with a 4.0 in Listening and a 3.0 in Speaking is demonstrating more developed listening skills than speaking skills. However, proficiency levels are relevant to the context of a particular grade level. A second grader with a 4.0 in Listening and an eighth grader with a 4.0 in Listening are exposed to very different, grade-level appropriate content as they test. While their score reports reflect the same proficiency level, the eighth grader is demonstrating more skill by responding to more challenging content.

It is also important to consider grade-appropriate expectations when students in different grades take the same grade-level cluster test. For example, when a sixth grader and an eighth grader take the grades 6–8 test and both earn proficiency level scores of 4.0, this is the result of the eighth grader earning a higher scale score. The eighth grader must perform better than the sixth grader to earn the same proficiency level score, because the proficiency level is grade specific.

Proficiency levels may be interpreted using the descriptors on the Individual Student Report (WIDA MODEL Online only), the MODEL Speaking and Writing Rubrics, and the WIDA Can Do Descriptors (wida.wisc.edu/teach/can-do/descriptors). The WIDA Can Do Descriptors provide detailed information about the expected abilities of students who have attained particular proficiency level scores.

The following table summarizes the two types of scores reported for WIDA MODEL and provides suggestions and cautions regarding their uses.

Understanding Scale Scores and Proficiency Level Scores

Score Type	Information Provided & Suggested Uses	Keep in Mind
Scale Scores	• Report scores on a scale from 100–600 • Provide psychometrically derived scores that reflect student performance and account for differences in item difficulty • Can be used to make comparisons across grade levels but not across domains. • Can be used to monitor student growth over time within a domain	• Scale scores cannot be used to make comparisons across domains. A scale score of 355 in Listening is not the same as a 355 in Speaking! • To monitor growth over time, it is recommended to use scale scores, not proficiency level scores. • Increasing expectations at higher grades mean scale scores do not translate to equivalent proficiency levels across grades. A scale score of 335 in Listening translates to a proficiency level of 4.7 for a student in grade 3, and a proficiency level of 3.5 for a student in grade 5.
Proficiency Level Scores	• Provide a score in terms of the six WIDA language proficiency levels, from 1.0 to 6.0 • Can be used to make comparisons across domains but not across grades. • Can be used with the WIDA Can Do Descriptors to develop a student-specific language skill profile • Provide information to help determine a student's eligibility for English language support services	• Proficiency levels cannot be used to make comparisons across grades, because proficiency levels are grade specific. A fifth grader who earns a scale score of 350 is at proficiency level 4.0, while that same scale score for a third grader might generate a proficiency level score of 5.1. • Proficiency levels are domain specific. A third grader who earns a scale score of 347 in Reading is at proficiency level 6.0. That same student who earns a scale score of 347 in Listening has a Listening proficiency level of only 5.3.

Composite Scores

In addition to proficiency level and scale scores for each language domain, students receive a proficiency level score and a scale score for different combinations of the language domains. These composite scores are Oral Language, Literacy, and Overall.

WIDA MODEL composite scores are calculated using one or more of the domain scale scores. Once composite scale scores have been calculated, they are converted to composite proficiency levels. They are calculated the same way that they are on ACCESS for ELLs:

Contribution of Language Domain Scale Scores (by Percent)

Type of Composite Score	Listening	Speaking	Reading	Writing
Oral Language	50%	50%	-	-
Literacy	-	-	50%	50%
Overall	15%	15%	35%	35%

Composite scores are compensatory, meaning that a high score in one language domain could inflate the composite score, compensating for a low score in another language domain; conversely, a low score in a language domain could bring down the composite.

For WIDA MODEL Paper (K–12), if a score is not entered in the WIDA MODEL Score Calculator, relevant fields will be blank. To receive all domain and composite scores, students must take all four domains of WIDA MODEL. WIDA MODEL Online score reports should never have blank fields for scores, because in order to generate a score report all four domains must be completed.

Score Caps

On both WIDA MODEL Online and WIDA MODEL Paper (grades 1–12), students are routed into one of three tracks for the Listening and Reading tests (low, mid, or high). This is so that students can be presented with test items and tasks at an appropriate level of difficulty. Students who are routed into the low track may not attain a score above PL 4.0, as the items and tasks in the low track target beginning levels of language proficiency.

Reported Scores for Kindergarten MODEL

WIDA MODEL for Kindergarten assesses English language proficiency in four domains and scores are reported for all domains. There are no score caps on the kindergarten test. However, note that scores for WIDA MODEL for Kindergarten are only reported as proficiency levels. That is, unlike WIDA MODEL Paper (grades 1–12) and WIDA MODEL Online, scale scores are not reported.

Score Reports

WIDA MODEL Online Score Reports (Grades 1–12)

Three downloadable score reports are available for WIDA MODEL Online: the Individual Student Report, the School Roster Report, and the District Roster Report. In addition, the

Performance Dashboard in ADAM displays aggregate proficiency level and scale score information for schools and districts at the domain and battery level.

Score reports can be generated once all four language domains have been completed and a Writing score has been entered. Similarly, student score information appears in the Performance Dashboard once all four language domains have been completed, and a Writing score for the student has been entered.

Individual Student Report

The Individual Student Report (ISR) shows a student's scores in one document and is intended for teachers, administrators, and parents/guardians. It contains the following information:

- Demographic information about the student. This is the information entered into LaunchPad, the student rostering platform.
- The MODEL grade-level cluster (battery of domain tests) the student completed and whether it is the student's first or second MODEL administration of the academic year.
- Numerical scale scores for the four domains (Listening, Speaking, Reading, Writing) and three composite scores (Oral Language, Literacy, and Overall score).
- Numerical proficiency levels for the four domains (Listening, Speaking, Reading, Writing) and three composite scores (Oral Language, Literacy, and Overall score).
- A one-sentence summary of each of the six proficiency levels in the table below the student's scores.

The Individual Student Report can be generated in English (US), Arabic, Chinese (Simplified), French, German, Hindi, Japanese, Korean, Portuguese (Brazil), Russian, and Spanish (Mexico).

Sample Individual Student Report for WIDA MODEL Online

WIDA MODEL
UNIVERSITY OF WISCONSIN–MADISON

Individual Student Report

Report Date: 05-28-2025

Student:	Birth Date:	Student ID:	Grade:	School:
D1S1LastName10, FirstName10	12-15-2018	wuat01010	01	WIDA Sample School 0101

WIDA MODEL Grades 1-2 First Administration

This report provides information about the student's level of English proficiency in Listening, Speaking, Writing, and Reading. WIDA MODEL Online assesses Social Instructional language, and Academic language in the following subject areas: Language Arts, Mathematics, Science, and Social Studies.

Language Domain	Proficiency Level	Scale Score
Listening	1.9	224 (100–600)
Speaking	6	409 (100–600)
Writing	3.1	276 (100–600)
Reading	4	283 (100–600)
Oral Language 50% Listening + 50% Speaking	3.9	316 (100–600)
Literacy 50% Reading + 50% Writing	3.3	279 (100–600)
Overall 30% Oral Language + 70% Literacy	3.5	289 (100–600)

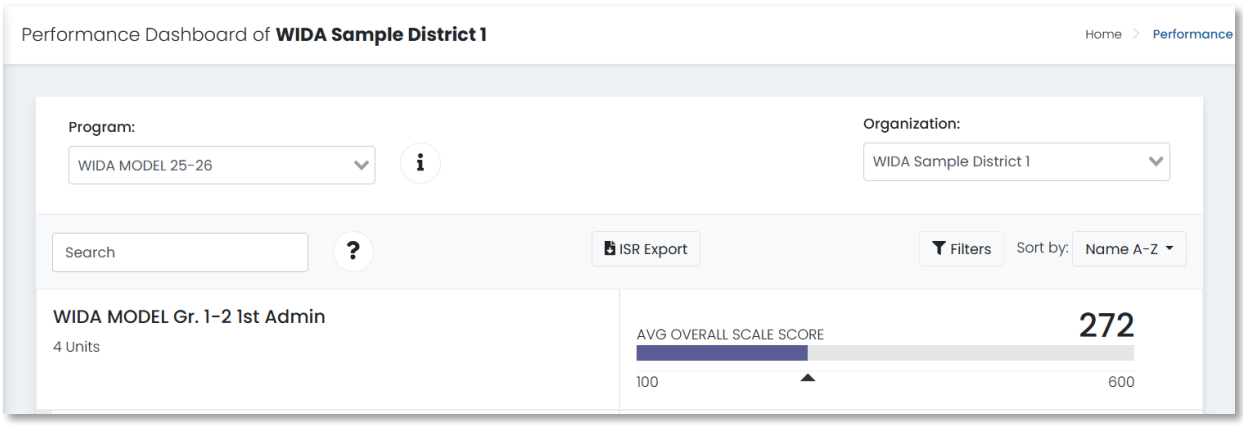
	Description of Proficiency Level
1	Entering - Knows and uses minimal social language and minimal academic language with visual and graphic support
2	Emerging - Knows and uses some social English and general academic language with visual and graphic support
3	Developing - Knows and uses social English and some specific academic language with visual and graphic support
4	Expanding - Knows and uses social English and some technical academic language
5	Bridging - Knows and uses social English and academic language working with grade-level material
6	Reaching - Knows and uses social and academic language at the highest level measured by this test

What are English Language Proficiency Levels?

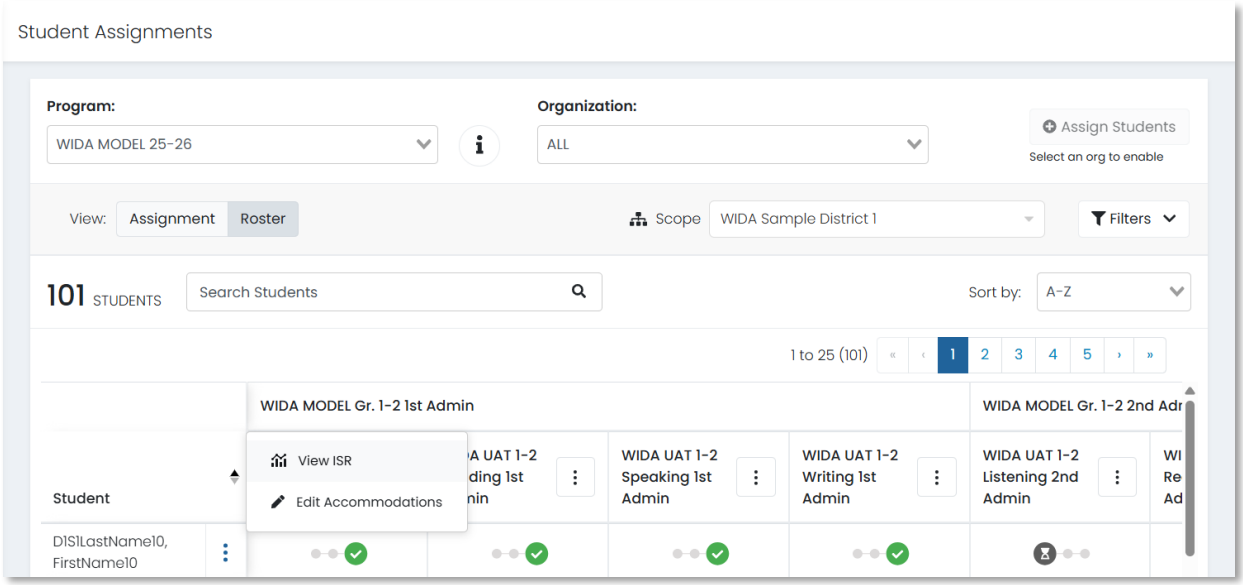
Proficiency levels describe a student's ability to use (speak and write) and process (read and listen) social and academic English in terms of the six WIDA English language proficiency levels *(1-Entering, 2-Emerging, 3-Developing, 4-Expanding, 5-Bridging, and 6-Reaching)*. These levels represent the stages of English language development. For instance, a student who is new to the English language (or a beginner) may have scores in Level 1 or Level 2, whereas a student with more proficiency in English may have scores ranging from Level 4 to Level 6. See the WIDA Can Do Descriptors for more information.

Downloading Individual Student Reports

Individual Student Reports are downloadable from the Reporting > Performance section of ADAM. Select **ISR Export** to export Individual Student Reports for all students who have completed a MODEL administration.



For individual students, Individual Student Reports can also be downloaded from the Student Assignments section of ADAM. Toggle on the **Roster** view. Select the **Actions** menu for the student then select **View ISR**.



School and District Roster Reports

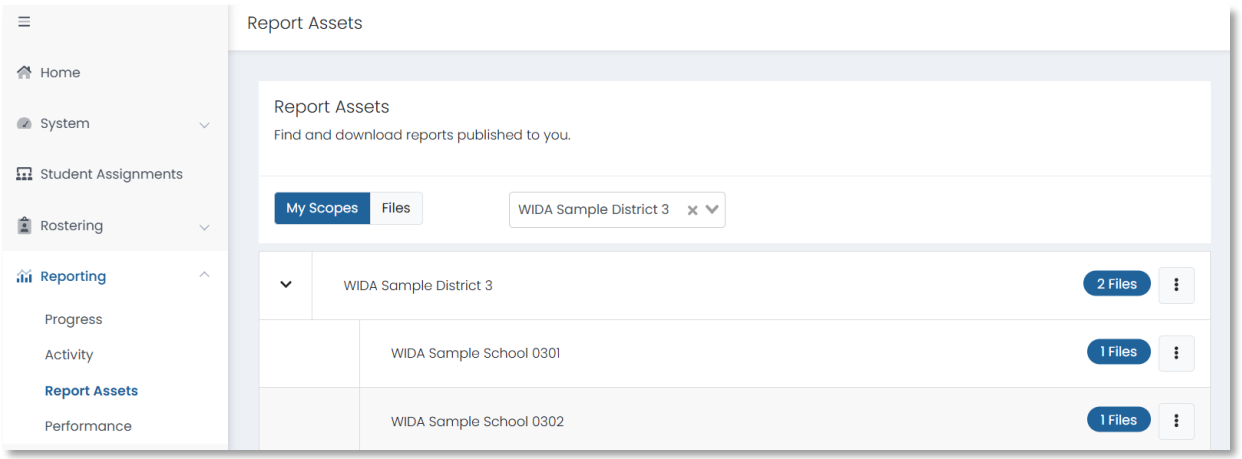
The School Roster Report shows student scores for all students from a single school organization (school org) in one downloadable CSV file. It is intended to be used by teachers and administrators. School Roster Reports are cumulative over the course of an academic year.

An updated School Roster Report is posted monthly within Report Assets for all school orgs. It is downloadable as a CSV file.

The District Roster Report shows student scores for all students from a single district organization (district org) in one downloadable CSV file. It is intended to be used by district administrators. District Roster Reports are cumulative over the course of an academic year. An updated District Roster Report is posted monthly within Report Assets for all district orgs. It is downloadable as a CSV file.

Downloading School and District Roster Reports

School and District Roster Reports are downloadable from the Reporting > Report Assets section of ADAM. An updated, cumulative Roster Report is posted monthly.

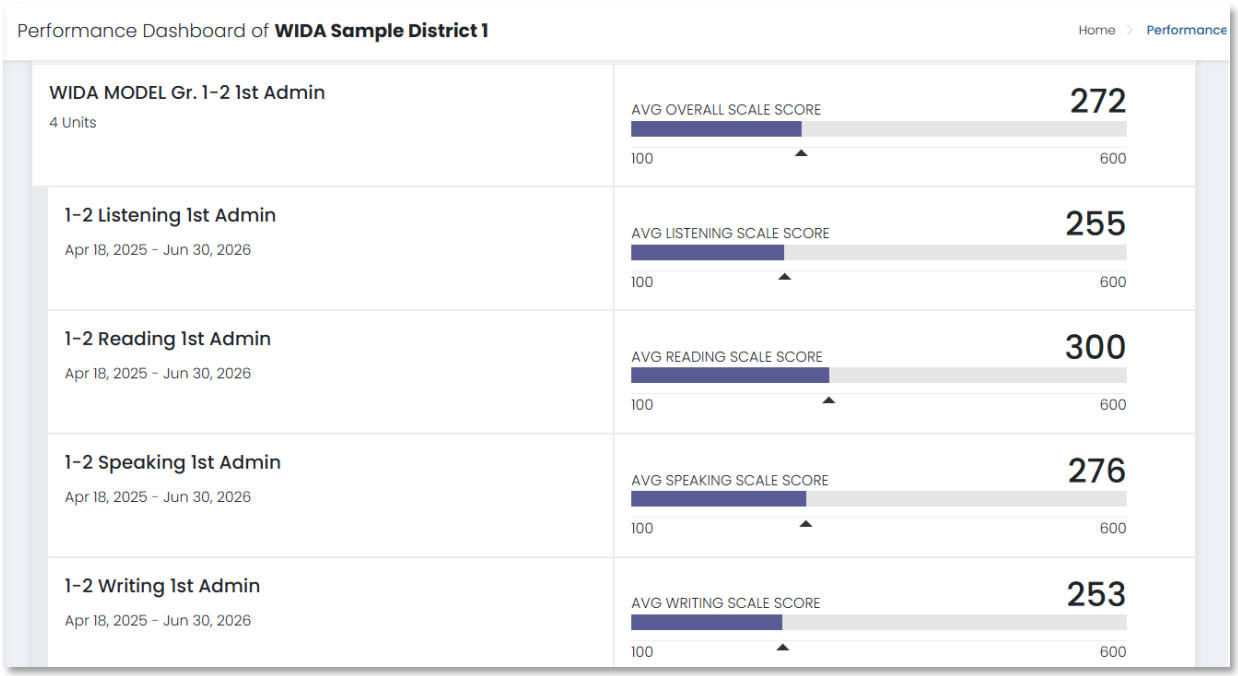


Performance Dashboard

The Performance Dashboard in ADAM displays aggregate scale score and proficiency level information for schools and districts at the domain and battery levels. The dashboard provides an overview of the performance of a group of students. Please use caution when interpreting differences in scores at the group level, especially when the number of students is small.

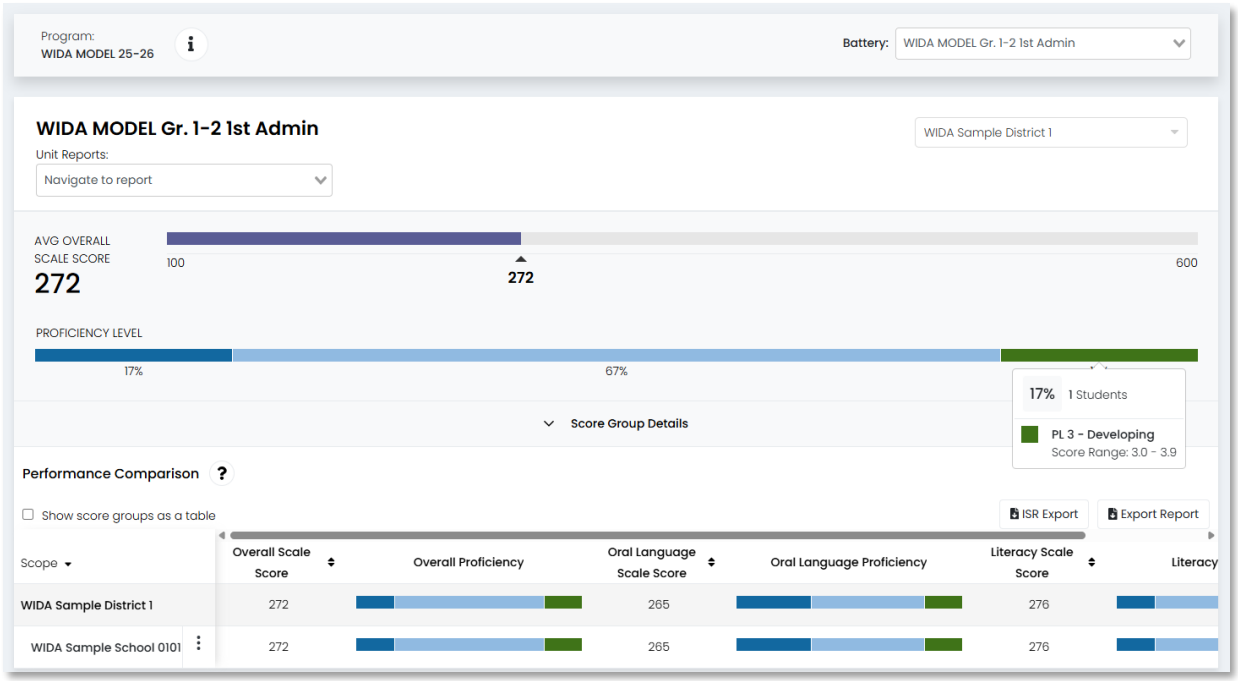
Average Scale Scores

On the Performance Dashboard, average overall composite scale scores and average domain scale scores for each grade-level cluster are displayed for a school or district. Use Filters to locate data for a specific MODEL Online administration.

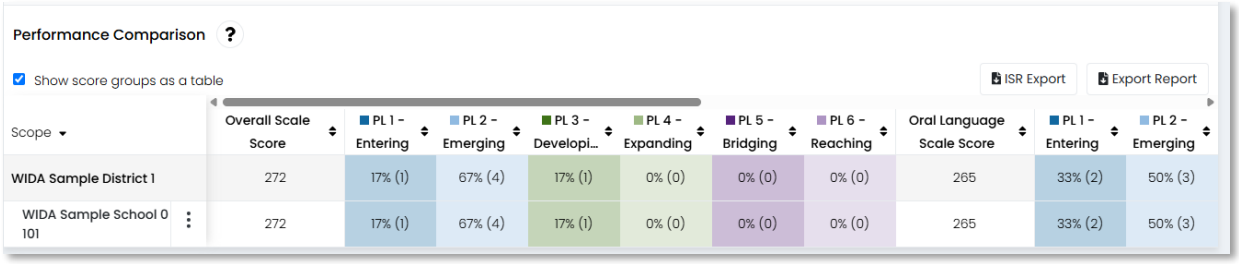


Proficiency Level Frequency

Select a battery (such as, "WIDA MODEL Gr. 1–2 1st Admin") to view the number and percentage of tested students (per grade-level cluster) who scored at each proficiency level for Overall, Literacy, and Oral Language composite proficiency levels. Select a domain to view proficiency level frequency information for an individual domain.



Select **Show score groups as a table** to view the information as a table. Select **Export Report** to export the information presented in the table as a CSV file.

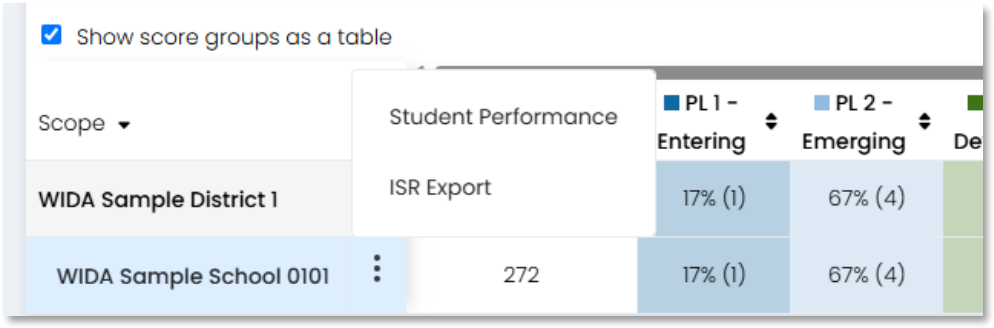


Be sure to use both numbers—the numbers of test-takers and the percentages of the total test-taker population—as you consider student performance. Percentages are a useful way to compare populations of different sizes. However, a small population size can distort percentage results.

When reviewing this information, also consider the student population, such as the variety of backgrounds students bring to your school or district in terms of languages, cultures, and experiences. The dashboard itself cannot explain why students are distributed as they are among the proficiency levels. For example, it's not unusual for a school with many new students or a particularly mobile population to have more students at beginning proficiency levels than another school with an equally strong English language support program but a more permanent student population.

Student Performance

To view student performance for students at a particular school select the **Actions** menu for the relevant school then select **Student Performance**.



The Student Performance screen displays the students who have completed the administration, their scale scores, and their levels of proficiency for each composite or domain.

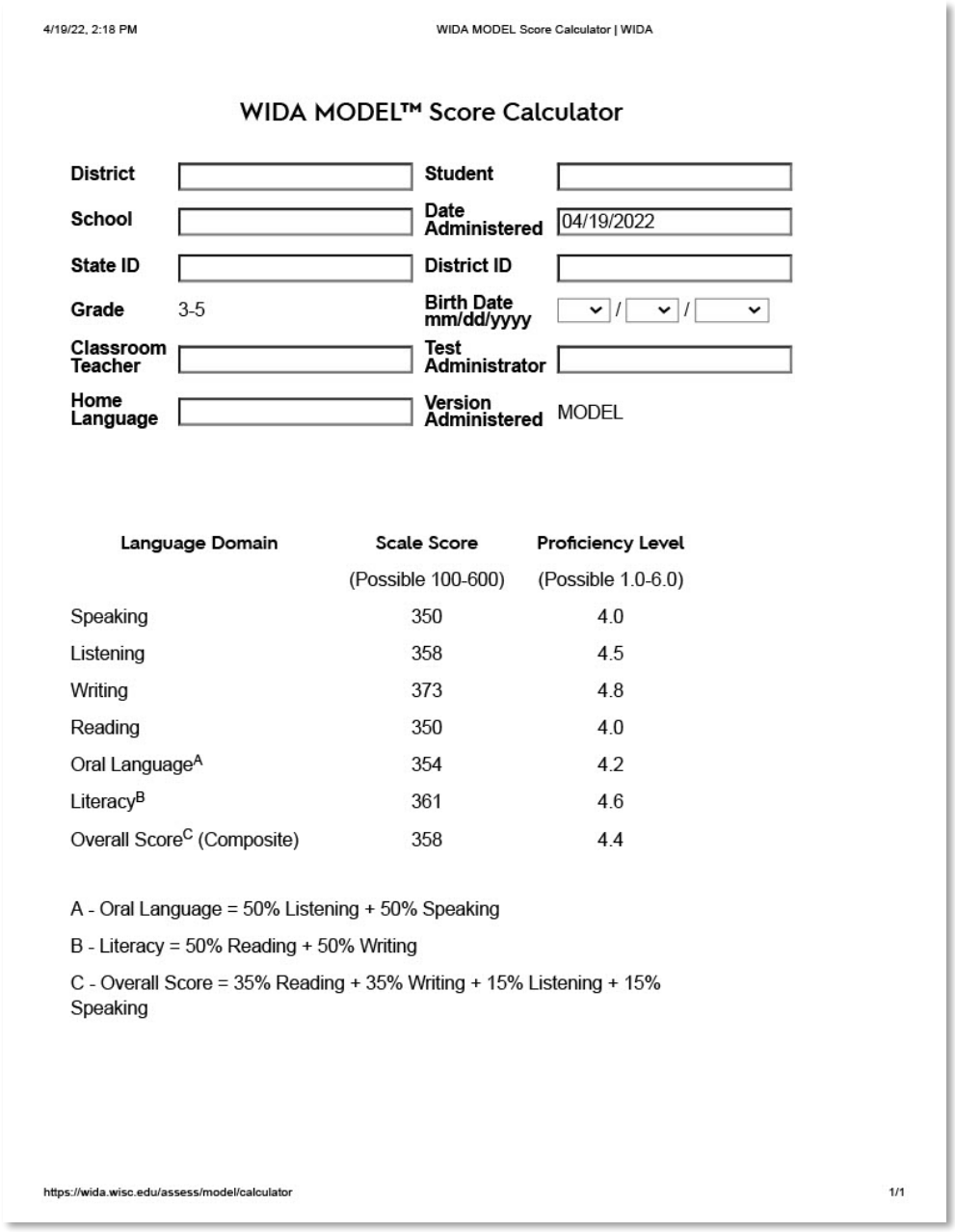
Select **Export Report** to export the information presented in the table as a CSV file. Note that the table and the report export only display a student's categorical level of performance (e.g., PL3). It does not display the student's actual proficiency level score (e.g., 3.7). To view the student's actual proficiency level score, view the student's ISR or locate their record within a School or District Roster Report.

WIDA MODEL Paper Score Report (Grades 1–12)

One score report is available for WIDA MODEL Paper. It shows a student's scores in one document and is intended for teachers and administrators. It can be downloaded directly from the WIDA MODEL Score Calculator and contains the following information:

- Demographic information about the student, which can be filled in after you enter scores into the calculator and select **Printer Friendly Version**.
- Numerical scale scores for the four domains (Listening, Speaking, Reading, Writing) and three composite scores (Oral Language, Literacy, and Overall score).
- Numerical proficiency levels for the four domains (Listening, Speaking, Reading, Writing) and three composite scores (Oral Language, Literacy, and Overall score).

Sample Student Score Report for WIDA MODEL Paper



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WIDA MODEL™ Score Calculator

District		**Student**	
School		**Date Administered**	04/19/2022
State ID		**District ID**	
Grade	3-5	**Birth Date mm/dd/yyyy**	/ /
Classroom Teacher		**Test Administrator**	
Home Language		**Version Administered**	MODEL

Language Domain	Scale Score (Possible 100-600)	Proficiency Level (Possible 1.0-6.0)
Speaking	350	4.0
Listening	358	4.5
Writing	373	4.8
Reading	350	4.0
Oral Language[A]	354	4.2
Literacy[B]	361	4.6
Overall Score[C] (Composite)	358	4.4

A - Oral Language = 50% Listening + 50% Speaking

B - Literacy = 50% Reading + 50% Writing

C - Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking

https://wida.wisc.edu/assess/model/calculator 1/1

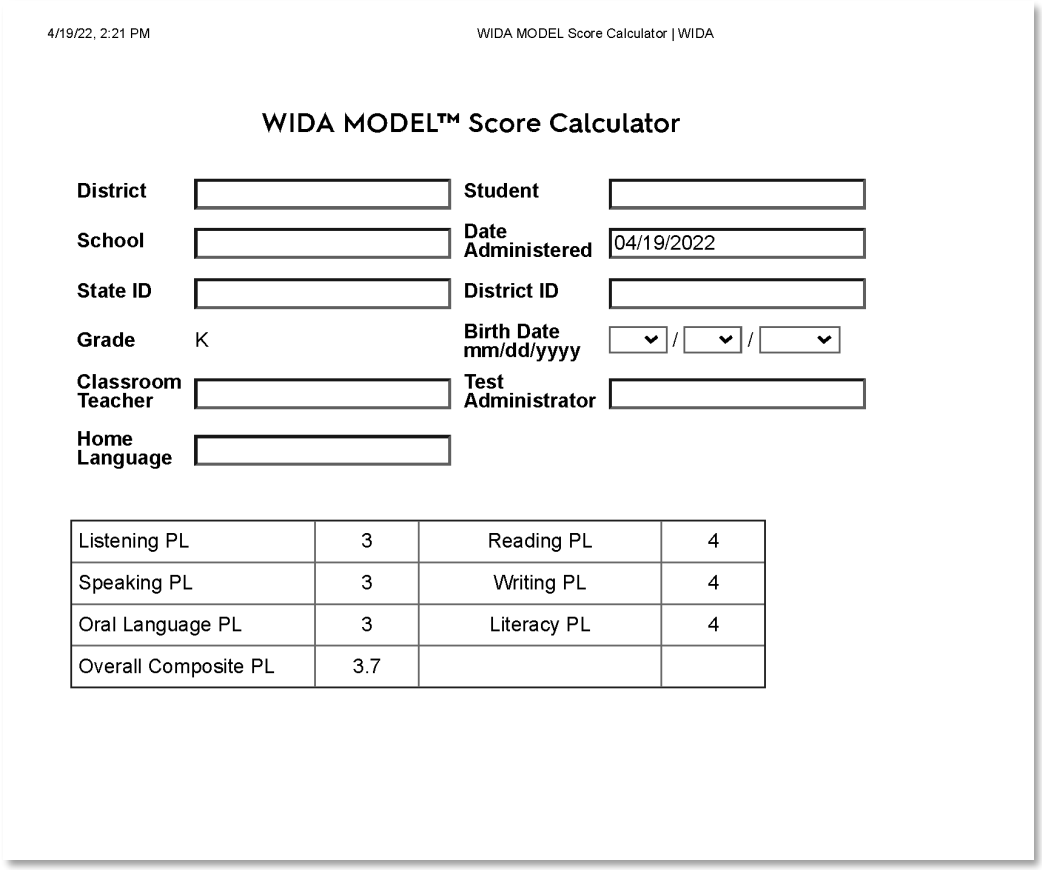
WIDA MODEL for Kindergarten Score Report

One score report is available for WIDA MODEL for Kindergarten. It shows a student's scores in one document and is intended for teachers and administrators. It contains the following information:

- Demographic information about the student, which can be filled in after you enter scores into the calculator and select **Printer Friendly Version**.
- Numerical proficiency levels for the four domains (Listening, Speaking, Reading, Writing) and three composite scores (Oral Language, Literacy, and Overall score).

Kindergarten score reports are the Printer Friendly Versions generated after scores have been entered, and they can be downloaded directly from the WIDA MODEL Calculator (wida.wisc.edu/assess/model/calculator).

Sample Score Report for WIDA MODEL for Kindergarten



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WIDA MODEL™ Score Calculator

District		Student	
School		Date Administered	04/19/2022
State ID		District ID	
Grade	K	Birth Date mm/dd/yyyy	/ /
Classroom Teacher		Test Administrator	
Home Language			

Listening PL	3	Reading PL	4
Speaking PL	3	Writing PL	4
Oral Language PL	3	Literacy PL	4
Overall Composite PL	3.7		

Score Uses

WIDA MODEL scores are intended to be used to support decisions about students' English language proficiency, but the scores provide only one element in the decision-making process. Decisions about students, especially high-stakes ones, should be supported by additional evidence, such as schooling in English or another language, recommendations from current or previous teachers, the child's home language survey, or any of the recommended or required criteria as determined by your local context.

Some general tips when interpreting MODEL scores are as follows:

- The Overall Score is the most meaningful single score to use when making decisions, because it takes the student's performance on all four domains into account. This is the score WIDA recommends for high-stakes decision-making purposes.
- When possible, it is helpful to consider the profile created by all of the student's scores (both domain scores and composite scores). Because composite scores are compensatory, different performances may underlie a similar overall score. For instance, one student may perform similarly on all four domains, while another student may receive high scores in two domains and low scores in the other two. Examining such patterns may be helpful when targeting instruction and making grouping or placement decisions.

Proficiency levels can be used in conjunction with the WIDA Can Do Descriptors (wida.wisc.edu/teach/can-do/descriptors).

Appendix: Speaking and Writing Rubrics

WIDA MODEL Speaking Rubric Grades 1–12

Task Level	Linguistic Complexity	Vocabulary Usage	Language Control
1 Entering	Single words, set phrases or chunks of memorized oral language	Highest frequency vocabulary from school setting and content areas	When using memorized language, is generally comprehensible; communication may be significantly impeded when going beyond the highly familiar
2 Emerging	Phrases, short oral sentences	General language related to the content area; searching for vocabulary when going beyond the highly familiar is evident	When using simple discourse, is generally comprehensible and fluent; communication may be impeded by searching for language structures or by phonological, syntactic, or semantic errors when going beyond phrases and short, simple sentences
3 Developing	Simple and expanded oral sentences; responses show emerging complexity used to add detail	General and some specific language related to the content area; may search for needed vocabulary at times	When communicating in sentences, is generally comprehensible and fluent; communication may from time to time be impeded by searching for language structures or by phonological, syntactic, or semantic errors, especially when attempting more complex oral discourse
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; searching 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
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

WIDA Speaking Rubric Kindergarten

Task Level	Linguistic Complexity	Vocabulary Usage	Language Control
1 Entering	Single words, set phrases or chunks of memorized oral language	Highest frequency vocabulary from school setting and content areas	When using memorized language, is generally comprehensible; communication may be significantly impeded when going beyond the highly familiar
2 Emerging	Phrases, short oral sentences	General language related to the content area; searching for vocabulary when going beyond the highly familiar is evident	When using simple discourse, is generally comprehensible and fluent; communication may be impeded by searching for language structures or by phonological, syntactic, or semantic errors when going beyond phrases and short, simple sentences
3 Developing	Simple and expanded oral sentences; responses show emerging complexity used to add detail	General and some specific language related to the content area; may search for needed vocabulary at times	When communicating in sentences, is generally comprehensible and fluent; communication may from time to time be impeded by searching for language structures or by phonological, syntactic, or semantic errors, especially when attempting more complex oral discourse
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; searching 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
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

WIDA MODEL Writing Rubric Grades 1–12

Task Level	Linguistic Complexity	Vocabulary Usage	Language Control
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 the 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 assessments
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

WIDA Writing Rubric Kindergarten

Task Level	Linguistic Complexity	Vocabulary Usage	Language Control
6 Evidence Complete "Story"	• 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"	• "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)	• 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
5 Evidence "Story"	• 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"	• "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	• 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
4 Evidence "Phrase or sentence"	• 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"	• 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	• 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

Task Level	Linguistic Complexity	Vocabulary Usage	Language Control
3 Evidence: "Words"	• Text contains at least **two** clear, independently produced examples of successful attempts at producing English words	• 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	• Invented spelling and lack of clear word boundaries may impede comprehensibility of the words • Observable influence of native language may be present
2 Evidence: Sound/letter correspond-dence	• Text contains at least **two** clear, independently produced examples of successful attempts at producing English sound/ letter correspondence	• Evidence of knowledge of sound/letter correspondence may be provided by attempts at any of the following: ○ 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	• 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
1 Evidence: Letter copying	• Text contains clear evidence of successful attempts at writing at least **two** letters, of which one may display knowledge of sound/ letter correspondence	• Evidence of ability to write letters may be provided by any of the following: ○ writing own name ○ copied letter(s) ○ random letter(s) ○ traced letter(s) ○ scribble writing	• Poor letter formation quality may impede recognition of letters
0 Evidence: Letter and/or picture	• 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