



# WIDA™

## WIDA MODEL

### Interpretive Guide for Score Reports Grades K-12



© 2021 Board of Regents of the University of Wisconsin System, on behalf of WIDA. *WIDA MODEL Interpretive Guide for Score Reports* (“Interpretive Guide”) may not be reproduced, modified, or distributed without prior written permission from WIDA. This Interpretive Guide is for your personal, noncommercial use only. Fair use of this Interpretive Guide includes reproduction for the purpose of training or teaching (including multiple copies for lesson planning).

Version 1.8 11/2/21

# Contents

Introduction .....	2
WIDA MODEL Scores .....	3
How Scores are Calculated .....	3
Reported Scores .....	5
Score Caps .....	6
Reported Scores for Kindergarten for MODEL .....	6
Score Reports .....	7
WIDA MODEL Online Score Reports (Grades 1-12) .....	7
WIDA MODEL Paper Score Report (Grades 1-12) .....	10
WIDA MODEL for Kindergarten Score Report .....	12
Score Uses .....	13
Appendix: Speaking and Writing Rubrics .....	14

# 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	In the WIDA International 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 interim 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 as an alternative to the Kindergarten W-APT for identification or placement of incoming Kindergarten students.	Some schools use WIDA MODEL for Kindergarten as an alternative to the Kindergarten W-APT 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.

MODEL Technical Reports are available in the Resource Library of the WIDA website (<https://wida.wisc.edu/resources>). They provide detailed descriptions of the development of the original paper-based MODEL, which was later adapted into the online assessment. The Kindergarten form of MODEL was developed at the same time as the Kindergarten form of ACCESS for ELLs, and as such, the technical report for Kindergarten ACCESS for ELLs applies to MODEL 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

### WIDA MODEL Online

- Local raters score the Speaking and Writing tests using the WIDA MODEL Rubrics and enter these scores within the WIDA MODEL Test Administrator Interface (TAI) (<https://wida-model.metritectesting.com/>).
  - Speaking scores must be assigned before administering the Listening test. That is, the Speaking domain test must be administered before the Listening domain.
  - Speaking scores based on the Speaking Rubric must be entered into the TAI in order for the final Speaking domain score to be generated. You can see the Speaking Rubric in the Appendix.
  - A Quick Score for Writing (Low, Mid, or High) must be assigned before administering the Reading test. That is, the Writing domain test must be administered before the Reading domain.
  - A Writing final score based on the Writing Rubric must be entered into the TAI in order for the final Writing domain score to be generated. You can see the Writing Rubric in the Appendix.
- Listening and Reading scores are automatically calculated after the student takes the test.
- The TAI calculates the domain and composite scores, as described below in the section “Reported Scores.”
- Educators can generate and download score reports from the TAI. An Individual Student Report is available for all students. The Grade Level Roster Report shows the scores for all the students in a single school and grade or grade-level cluster. The District Level Report shows student scores for all students from all schools within a district. The details of each score report are discussed in the “Score Reports” section below.

### WIDA MODEL Paper (Grades 1-12)

- Local raters 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.
- Local raters also score the Speaking and Writing tests using the Speaking Rubric and the Writing Rubric (see the Appendix). They then enter all four raw domain scores into the WIDA MODEL Score Calculator, which calculates the domain and composite scores. Educators can generate and print (or save to PDF) the score report. (Note that there is one score report for MODEL Paper, not three, as in MODEL Online). The WIDA MODEL Score Calculator is available at <https://wida.wisc.edu/assess/model/calculator>.

## WIDA MODEL for Kindergarten

- Local raters 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: <https://wida.wisc.edu/assess/model/calculator>

For both the Online and Paper modes (including Kindergarten), scores are calculated in the same way. First raw scores, that is, 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, she or he should receive a higher score overall than when getting 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. This makes scale scores helpful for looking at growth over time within a domain, or for comparing students within a domain. However, scale scores alone do not provide information on what is expected of students at different grades. For example, a test user might want to know what level of speaking ability corresponds with a scale score of 350. To help answer that question, scale scores are converted into proficiency levels (PLs).

For WIDA MODEL this was accomplished through a linking study with ACCESS for ELLs. Grades 1-2 and 3-5 were linked to ACCESS in 2009 and Grades 6-8 and 9-12 were linked to ACCESS in 2011. For the Listening and Reading domains, a psychometric process of analyzing common items and common test takers established the MODEL scale score to PL conversions. For the Speaking and Writing domains, a panel of experts reached consensus on what range of scale scores describes Proficiency Level 1 for a given grade, what range of scale scores describes Proficiency Level 2 for that grade, and so on. The scale scores that mark where one proficiency level ends and the next begins are referred to as cut scores.

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

**Table 1: Understanding Scale Scores and Proficiency Level Scores**

	<b>Information Provided &amp; Suggested Uses</b>	<b>Keep in Mind</b>
<b>Scale Scores</b>	<ul style="list-style-type: none"> <li>• Provide a psychometrically derived score (comparable across grade-level and difficulty track) for each language domain (Listening, Speaking, Reading, and Writing)</li> <li>• Report scores on a scale from 100-600</li> <li>• Provide a way to monitor student growth over time (within a language domain)</li> </ul>	<ul style="list-style-type: none"> <li>• Comparisons cannot be made across Listening, Speaking, Reading, and Writing domains; only within domains</li> <li>• To monitor growth over time, it is recommended to use scale scores and not the proficiency level scores.</li> </ul>
<b>Proficiency Level Scores</b>	<ul style="list-style-type: none"> <li>• Provide a score in terms of the six WIDA language proficiency levels</li> <li>• Provide individual domain scores, which can be used with the WIDA Can Do Descriptors to get a profile of the student’s English language performance</li> <li>• Inform targeted language instruction using the WIDA ELD Standards</li> <li>• Provide information to help determine program eligibility</li> </ul>	<ul style="list-style-type: none"> <li>• Scores provide only one source of data and should be used in conjunction with other data sources when making decisions about instruction, assessment and services for English Language Learners.</li> <li>• The range of scale score points within each proficiency level differs depending on the grade and domain and therefore proficiency level scores do not represent interval data.</li> </ul>

As explained in the table above, proficiency levels are reported from 1.0 to 6.0 and may be interpreted by using the WIDA English Language Development (ELD) Standards and WIDA Can Do Descriptors. Both of these documents, available at <https://wida.wisc.edu>, provide detailed information about the expected abilities of students who have attained particular proficiency level scores.

## Reported Scores

WIDA MODEL reports seven scores:

- Four language domain scores: Listening, Reading, Speaking, and Writing
- Three composite scores: Oral Language, Literacy, and Overall Score

For Grades 1-12, both online and paper-based WIDA MODEL report scale scores and proficiency level scores. WIDA MODEL for Kindergarten reports proficiency level scores only.

WIDA MODEL composite scores are calculated using one or more of the domain scores. They are calculated the same way that they are on ACCESS for ELLs:

Type of Composite Score	Contribution of Language Domains (by Percent)			
	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 domains must be completed.

## Score Caps

For the Listening and Reading tests on both WIDA MODEL Online and WIDA MODEL Paper (Grades 1-12), students are routed into one of three tracks (Low, Mid, or High) so they are 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 for MODEL

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 MODEL Paper (Grades 1-12) and MODEL Online, scale scores are not reported.



# Score Reports

## WIDA MODEL Online Score Reports (Grades 1–12)

Three score reports are available for WIDA MODEL Online: the Individual Student Report, the Grade Level Roster Report, and the District Level Report.

The Individual Student Report (Figure 1) shows a student's scores in one document and is intended for teachers, administrators, and parents/guardians. It is available in multiple languages and contains the following information:

- Demographic information about the student. This is the information entered into the WIDA MODEL Online TAI, and also identifies which writing task was taken by the student.
- 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 proficiency level in the table below the student's scores.

The Grade Level Roster Report (Figure 2) contains information on a group of students within a single school and grade or grade-level cluster. It is intended to be used by teachers and administrators. It contains the numerical scale scores and proficiency levels for each student, but does not contain graphic support. It can be downloaded in PDF format or as a Microsoft Excel spreadsheet.

The District Level Report shows student scores for all students from all schools within a district, in one exported Microsoft Excel spreadsheet. The report is intended for use by those who want to look across locations and grade-level clusters.

Figure 1: Sample Individual Student Report for WIDA MODEL Online

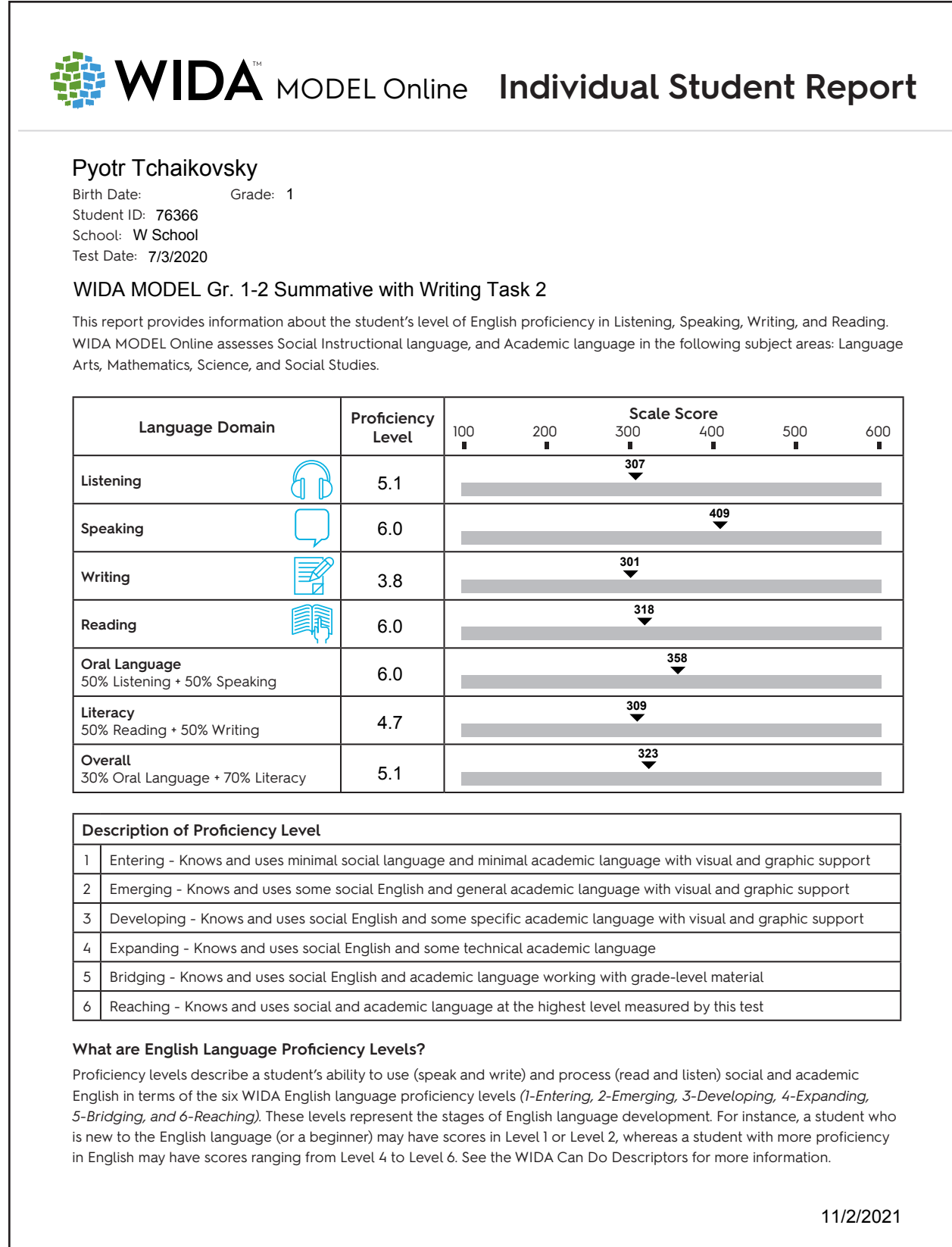



Figure 2: Sample Grade Level Roster Report for WIDA MODEL Online



**English Language Proficiency Test**  
WIDA MODEL™ Gr. 3-5 Summative

Test Administrator(s):  
**School: Ann**  
**Grade: 4**

## Grade Level Roster Report

STUDENT NAME STUDENT ID	Test Form	Test Date	Listening		Speaking		Writing		Reading		Oral Language <sup>A</sup>		Literacy <sup>B</sup>		Overall Score <sup>C</sup>	
			Scale Score	Prof Score	Scale Score	Prof Score	Scale Score	Prof Score	Scale Score	Prof Score	Scale Score	Prof Score	Scale Score	Prof Score	Scale Score	Prof Score
Assignment 2, Alt	3-5 Summ. WT10LD	1/29/2020	0	0.0	176	1.0	364	4.8	0	0.0	88	1.0	182	1.0	153	1.0
High_35Mac	3-5 Summ. WT10LD	10/1/2019	286	2.5	0	0.0	394	6.0	340	4.6	143	1.0	367	5.5	298	2.5

**A** - Oral Language = 50% Listening + 50% Speaking  
**C** - Overall Score = 30% Oral Language + 70% Literacy  
**NA** - Not Attempted = Student did not complete the test for the specified domain

**B** - Literacy = 50% Writing + 50% Reading  
 Overall Scores are computed when all 4 domains have been completed

6/11/2020

## Downloading Score Reports

All WIDA MODEL Online score reports are available in the Reports/Test Reports section of the TAI.

Figure 3: Test Reports Page

**Test Reports**

Location:  Test:  Grade:  [RESET FILTER](#)

Start Date:  End Date:  [FILTER BY DATE](#)

**Students** | Location | District

**Individual Student Reports:**  
Export completed and scored student reports based on Location, Test, Grade, and Date.  
To print multiple reports select students below by clicking on their checkbox and choose:

[STUDENT REPORT](#)

<input type="checkbox"/>	Student ID	Grade	Last Name	First Name	Test Form	Test Date	Generate Report
<input type="checkbox"/>	76366	1	Tchaikovsky	Pyotr	1-2 Summ. WT2	7/3/2020	<a href="#">Student Report</a>

You can also download the Individual Student Report directly from the student menu after all domain scores have been entered and you have clicked “Calculate Results.”

Figure 4: Student Results Page

**Test History (Sorted by most recently administered)**

Form Name	Grade	Ready	In Progress	Completed	Scoring	
WIDA MODEL Gr. 6-8 Summative with Writing Task 3	7			<ul style="list-style-type: none"> <li>Speaking</li> <li><a href="#">Listening</a></li> <li><a href="#">Writing Task 3</a></li> <li><a href="#">Reading</a></li> </ul>	<a href="#">Edit Writing Task 3 Part B Final Score</a> ✓	<a href="#">Calculate Results</a>

## WIDA MODEL Paper Score Report (Grades 1-12)

One score report is available for WIDA MODEL Paper: the Student report.

The WIDA MODEL Paper Student report 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 entered 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).

WIDA MODEL Paper score reports are the “Printer Friendly Version” after scores have been entered, and can be downloaded directly from the WIDA website.

Figure 5: Sample Student Score Report for WIDA MODEL Paper

9/24/2018
WIDA MODEL™ Score Calculator | WIDA

### WIDA MODEL™ Score Calculator

<b>District</b>	<input type="text"/>	<b>Student</b>	<input type="text"/>
<b>School</b>	<input type="text"/>	<b>Date Administered</b>	<input type="text"/>
<b>State ID</b>	<input type="text"/>	<b>District ID</b>	<input type="text"/>
<b>Grade</b>	1-2	<b>Birth Date</b> mm/dd/yyyy	<input type="text" value=""/> / <input type="text" value=""/> / <input type="text" value=""/>
<b>Classroom Teacher</b>	<input type="text"/>	<b>Test Administrator</b>	<input type="text"/>
<b>Home Language</b>	<input type="text"/>	<b>Version Administered</b>	MODEL

Language Domain	Scale Score (Possible 100-600)	Proficiency Level (Possible 1.0-6.0)
Speaking	345	4.0
Listening	317	4.5
Writing	333	4.5
Reading	303	4.0
Oral Language <sup>A</sup>	331	4.2
Literacy <sup>B</sup>	318	4.4
Overall Score <sup>C</sup> (Composite)	321	4.3

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

B - Literacy = 50% Reading + 50% Writing

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

## 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:

1. Demographic information about the student entered after you enter scores into the calculator and select “Printer Friendly Version.”
2. 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 Version” after scores have been entered, and can be downloaded directly from the WIDA website.

**Figure 6: Sample Score Report for WIDA MODEL for Kindergarten**

2/6/2019
WIDA MODEL™ Score Calculator | WIDA

### WIDA MODEL™ Score Calculator

**District**

**School**

**State ID**

**Grade** K

**Classroom Teacher**

**Home Language**

**Student**

**Date Administered** 02/06/2019

**District ID**

**Birth Date** mm/dd/yyyy  /  /

**Test Administrator**

Listening PL	3	Reading PL	4
Speaking PL	2	Writing PL	3
Oral Language PL	2.5	Literacy PL	3.5
Overall Composite PL	2.7		

## 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 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, available on the WIDA website at <https://wida.wisc.edu/teach/can-do/descriptors>.

## Appendix: Speaking and Writing Rubrics

### WIDA MODEL Speaking Rubric

Task Level	Linguistic Complexity	Vocabulary Usage	Language Control
<b>1</b> 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
<b>2</b> 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 by phonological, syntactic or semantic errors when going beyond phrases and short, simple sentences
<b>3</b> 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 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
<b>4</b> 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
<b>5</b> 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

Level	Linguistic Complexity	Vocabulary Usage	Language Control
<b>6</b> 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.
<b>5</b> 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.
<b>4</b> 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.
<b>3</b> 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.
<b>2</b> 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.
<b>1</b> 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 PRE-K-KINDERGARTEN

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

## WIDA Writing Rubric PRE-K-KINDERGARTEN

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



**WIDA**<sup>TM</sup>

WIDA is housed within the Wisconsin Center for Education Research at the University of Wisconsin-Madison.  
© 2021 The Board of Regents of the University of Wisconsin System, on behalf of WIDA