

# WIDA Writing Scoring Scale Grades 1-12

After reading the entire student response, CIRCLE the initial descriptor score point that best fits the response as a whole.

Descriptor	1	2	3	4	5	6
<b>Discourse Level</b>	Minimal text that represents an idea or ideas	Text that shows emerging organization of ideas but with heavy dependence on the stimulus and prompt and/or resembles a list of simple sentences (which may be linked by simple connectors)	Text that shows developing organization including the use of elaboration and detail, though the progression of ideas may not always be clear	Organized text that presents a clear progression of ideas, demonstrating an awareness of context (e.g., purpose, situation, and audience)	Strong organization of text that supports an overall sense of unity, appropriate to context (e.g., purpose, situation, and audience)	Sophisticated organization of text that clearly demonstrates an overall sense of unity throughout, tailored to context (e.g., purpose, situation, and audience)
<b>Sentence Level</b>	Primarily words, chunks of language, and short phrases rather than complete sentences	Simple sentence structures; meaning is frequently obscured by noticeable grammatical errors when attempting beyond simple sentences	Simple and some complex sentence structures, whose meaning may be obscured by noticeable grammatical errors	Complex and some simple sentence structures, containing occasional grammatical errors that don't generally interfere with comprehensibility	A variety of sentence structures with very few grammatical errors	Purposeful use of a variety of sentence structures that are essentially error-free
<b>Word/Phrase Level</b>	Distinguishable English words that are often limited to high frequency words or reformulated expressions from the stimulus and prompt	Vocabulary primarily drawn from the stimulus and prompt	Some vocabulary beyond the stimulus and prompt, although usage is noticeably awkward at times	A variety of vocabulary beyond the stimulus and prompt, generally conveying the intended meaning	A wide range of vocabulary, used appropriately and with ease	Precise use of vocabulary with just the right word in just the right place

Review the initial descriptor points you indicated above to find the final score that best fits.

If each descriptor earned the same number of points, that number is the final score. (Example: if D=3, S=3, and W/P=3, the final score is 3). If not, review the scoring scale for each descriptor again looking at the strength and clarity of the evidence for that score in the student response. Select a whole number point that best fits the descriptor scores and add or subtract a half point to improve the fit based on where the descriptors fall and the strength and clarity of the evidence for that score. (Example: D2, S1, W/P1 could be a 1+ or 1 depending on the strength of evidence of the discourse score, versus those of the sentence and word/phrase.)

<b>Circle Final</b>	1	1+	2	2+	3	3+	4	4+	5	5+	6
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### Additional scoring rules:

- **Nonscorable:** The response is blank; consists only of verbatim copied text; consists only of text that is completely off task; or is entirely in a language other than English.
- **Completely off-task response:** The entire response shows no understanding of or interaction with the prompt. It may be a memorized, previously practiced response or appear to answer another, unrelated prompt. A response that is entirely off task is nonscorable.
- **Completely off-topic response:** The entire response shows a misinterpretation or misunderstanding of the prompt. An off-topic response is related to the prompt, but does not seem to address it as intended. However, the response is clearly not a memorized, previously practiced response. These responses are scored in their entirety using the scoring scale; however, the maximum holistic score for a completely off-topic response is 2+.
- **Partially off-task response:** The response contains both off-task and on-task writing. These responses are scored by ignoring the off-task portion (which may be memorized and previously practiced) and scoring only the on-task portion using the scoring scale.
- **Partially off-topic response:** The response contains both off-topic and on-topic writing (i.e., a portion of the response shows a misinterpretation

### Glossary:

- **Awareness of audience:** Words, sentence structures, and text forms that are deliberately selected to suit the intended readers of a response
- **Awareness of purpose:** Words, sentence structures, and text forms that are deliberately selected to serve the purpose of a writing task
- **Awareness of situation:** Words, sentence structures, and text forms that are deliberately selected for the situation in which the writing task is taking place
- **Chunks of language:** Memorized strings of very simple language
- **Complex sentence structures:** Sentences with more than a subject, verb, and possible object (for more information, see the Sentence Complexity Guidelines)
- **Discourse:** Extended written language conveying multiple connected ideas
- **Minimal text:** Letters, words, or chunks of language
- **Overall sense of unity:** Unity within text and across ideas
- **Reformulated expressions:** Paraphrasing and adaptation of language used in the prompt and stimulus
- **Simple sentence structures:** Subject and verb, may include a direct or indirect object (for more information, see the Sentence Complexity Guidelines)
- **Vocabulary:** Words and phrases