WIDA Kindergarten Scoring Rubric for Writing

Use this rubric to score writing responses on **WIDA ACCESS for Kindergarten only**. The score points described below are aligned to the *Kindergarten Proficiency Level Descriptors* in the WIDA English Language Development Standards Framework, 2020 Edition.

Score Point	Descriptors
6	• Response communicates connected ideas and related details using a clear organizational pattern. • Response includes a variety of related sentences and may use some conjunctions. • Response includes a variety of words and phrases, which go beyond language from the stimulus.
5	• Response communicates connected ideas and related details using a recognizable organizational pattern. • Response includes repetitive use of related sentences; may include repeated use of a single conjunction. • Response includes a variety of words and phrases, some of which may be drawn from the stimulus.
4	• Response communicates connected ideas and related details using an attempted organizational pattern. • Response includes simple sentences; may include use of a conjunction. • Response includes repetitive use of frequently used words and phrases that are clearly interpretable, some of which may be drawn from the stimulus.
3	• Response communicates connected ideas and some details. • Response includes at least two phrases or attempts at simple sentences. • Response includes frequently used words and language from the stimulus. Most of the words are clearly interpretable.
2	• Response communicates ideas. • Response includes at least two recognizable words with at least two different letters approximating two different sounds. However, words may not include representations of all sounds. • Response includes attempts at high-frequency words, which may be challenging to clearly interpret.
1	• Response communicates an idea. • Response includes at least one recognizable written word with at least two different letters approximating two different sounds. Letters or words copied from the stimulus are acceptable. • Response includes attempted letters and high-frequency words that are challenging to clearly interpret and may not have relevant sound/letter correspondence.
0	• Response is blank; or • Response includes only scribbles, drawings, a single letter, the student's name, or random letter strings with no evidence of a single English word; or • Response is written entirely in a language other than English.

For additional scoring support, see **Writing Scoring Notes** and **Glossary** on the next page.

Writing Scoring Notes

- **Developmental characteristics of kindergarten writing:** Writing produced by students at the kindergarten level may include letters that are reversed or inverted, a mix of upper- and lowercase letters, and inconsistent word boundaries and use of punctuation. These are normal characteristics of kindergarten writing and **should not impact scoring**. These characteristics may be found in kindergarten writing responses across all score points.
  - **Spelling for kindergarten writing:** Writing produced by students at the kindergarten level may exhibit what is commonly called "invented spelling." This is a normal characteristic of kindergarten writing at all score points.
    - For the purposes of this assessment, a "recognizable word" is defined as having at least two different letters approximating two different sounds from the target word. For example, *"che"* for "tree" would count as a recognizable word because the *"ch"* approximates the "tr" sound and the *"e"* approximates the "ee" sound.
- **Languages other than English:** Responses may combine English and one or more other languages. When scoring, test administrators should consider only the English language used in the response but should not penalize or award a lower score if the response also uses another language.
- **Off-topic responses**: If the student produces written English, score the response according to the EXPECT box and rubric, even if the student's answer is inaccurate or reflects a misinterpretation of the question you asked. Students should not be penalized, in terms of the score awarded, for a misunderstanding of the question.
- **Scoring process:**
  - A response at Score Point 0 will exhibit **any** of the three descriptors.
  - To achieve a particular Score Point from 1–6, the writing response should exhibit **at least two** of the three descriptors for that Score Point.
    - For example, at Score Point 4, a response may communicate connected ideas and their related details using an attempted organizational pattern **and** include repetitive use of frequently used words and phrases that are clearly interpretable, some of which may be drawn from the stimulus, but not include simple sentences with possible use of a conjunction.

Glossary

- **Connected ideas/sentences:** Ideas and sentences are often connected using conjuntions, which include coordinating conjunctions, such as *and*, *but*, *or*, and *so*, and subordinating conjunctions such as *because*. Other ways ideas and sentences may be connected are through the use of pronoun references; repetition; discourse markers, such as *first*, *next*, *then*, and *last*; and demonstratives, such as *this*, *that*, *these*, and *those*.
- **Organizational pattern:** Common ways that writers use words, phrases, and sentences to build meaning across larger stretches of text. Writers use organizational patterns to advance a specific communicative purpose (e.g., a Key Language Use). Common purposes include sharing personal experiences or stories (narrate), providing information about something or how to do something (inform), explaining how or why something works (explain), or justifying one's position (argue).
- **Sentence types:** These types of sentences commonly occur in kindergarten writing:
  - **attempts at simple sentences:** Attempts at simple sentences include sentence fragments, partial sentences, and phrases.
  - **simple sentence:** A simple sentence contains a single independent clause. Simple sentences can be short (e.g., *I like my ball [I laik my bal]*, or *It is grow [it is groi]*), or long (e.g., *They ask the cafeteria man to help [thay aks the Cartrea man to hepa]*, or *The butterfly is playing in the air [The budfliy is playeg in the ar]*).
- **Stimulus:** In Kindergarten test materials, this refers to elements depicted in the graphics and to text that appears in front of the student.
- **Word frequency:**
  - **High-frequency words:** The everyday language most commonly used in English.
  - **Frequently used words:** Language that is often used in the classroom, and which can vary by school setting and content area.