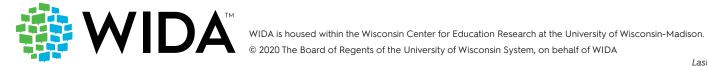
## WIDA Speaking Rubric GRADES 1-12

Level	Discourse Level	Sentence Level	Word/Phrase Level
	Linguistic Complexity	Language Forms	Vocabulary Usage
6 Reaching		fluent, and appropriate to purpose, ish proficient students meeting colle  • a full range of oral phrase and sentence patterns and grammatical structures matched to content area topics  • controlled, skilled use of oral language to convey meaning, including for effect	
5 Bridging	Response is comprehensible, fluer speech of English proficient peers  • sustained, connected oral language that shows appropriate and coherent expression of ideas related to purpose, situation and audience  • clear evidence of conveying an appropriate perspective and register	<ul> <li>a broad range of oral phrase and sentence patterns and grammatical structures matched to the content area topic</li> <li>controlled, fluid use of oral language to convey meaning, including for effect</li> </ul>	<ul> <li>usage of technical and abstract content-area words and expressions as appropriate</li> <li>usage of words and expressions with precise meaning related to content area topics as appropriate</li> <li>vocabulary usage that fulfills the speaking purpose</li> </ul>
4 Expanding	Response is generally comprehen  connected oral language that supports the expression of expanded or related ideas through emerging coherence, detail and clarity  some evidence of conveying an appropriate perspective and register	a range of oral phrase and sentence patterns and grammatical structures characteristic of the content area     generally controlled and fluid use of oral language to convey meaning	<ul> <li>usage of specific and some technical content-area words and expressions as appropriate</li> <li>usage of words and expressions with multiple meanings or common idioms across content areas as appropriate</li> <li>vocabulary usage that generally fulfills the speaking purpose</li> </ul>



## WIDA Speaking Rubric GRADES 1-12

Level	Discourse Level	Sentence Level	Word/Phrase Level
	Linguistic Complexity	Language Forms	Vocabulary Usage
3 Developing	Response is generally comprehen compromised in more complex sp  oral language that shows the development of connected language in the expression of an expanded idea or multiple related ideas  evidence of a developing sense of perspective and register	<ul> <li>sible (though comprehensibility and beech); characterized by:         <ul> <li>developing range of oral phrase and sentence patterns and grammatical structures common to content areas</li> <li>developing control in use of oral language to convey meaning</li> </ul> </li> </ul>	<ul> <li>usage of some specific content words and expressions as appropriate</li> <li>usage of words or expressions used frequently in content areas, as appropriate</li> <li>vocabulary usage that attempts to fulfill the speaking purpose</li> </ul>
2 Emerging	Response is generally comprehen compromised in more complex sp  oral language that shows emerging expression of ideas; some attempt at connecting ideas may at times be evident  some amount of language that may be repeated from the prompt	<ul> <li>sible (though comprehensibility and beech); characterized by:</li> <li>chunks of language, repetitive oral phrase patterns, and formulaic grammatical structures used in social and instructional situations or across content areas</li> <li>variable control in use of oral language to convey meaning</li> </ul>	<ul> <li>fluency may often be</li> <li>usage of general content words and expressions</li> <li>usage of social and instructional words and expressions across content areas</li> <li>possible usage of general vocabulary where more specific language is needed</li> </ul>
1 Entering		sible (though comprehensibility and d words, oral phrases, or memorized  • words, chunks of language, or simple phrasal patterns associated with common social and instructional situations  • occasional control in use of oral language to convey meaning	

