

WIDA Writing Scoring Scale

GRADES 1-12

For scoring only. To interpret ACCESS for ELLs and WIDA Screener scores or to evaluate classroom performance, see the WIDA Writing Rubric.

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



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Scoring process

The 11 possible score points are as follows:

1 1+ 2 2+ 3 3+ 4 4+ 5 5+ 6

After reading the entire response, make an initial decision about which score point best captures the response as a whole (e.g., Score Point 3). Then, check the three descriptors (discourse, sentence, and word/phrase) for that score point.

- If all three descriptors are a good fit for the response, award the whole score point (e.g., Score Point 3).
- If there is clear evidence that one or two descriptors at a higher score point are a better fit, award a plus score point (e.g., Score Point 3+).
- If there is clear evidence that one or two descriptors at a lower score point are a better fit, go down one score point and award a plus score point (e.g., Score Point 2+).

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 or misunderstanding of the prompt). These responses are scored in their entirety using the scoring scale.



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

