

Anchor Set

AZELLA Sample Test – Stage I

Writing Item Number 7



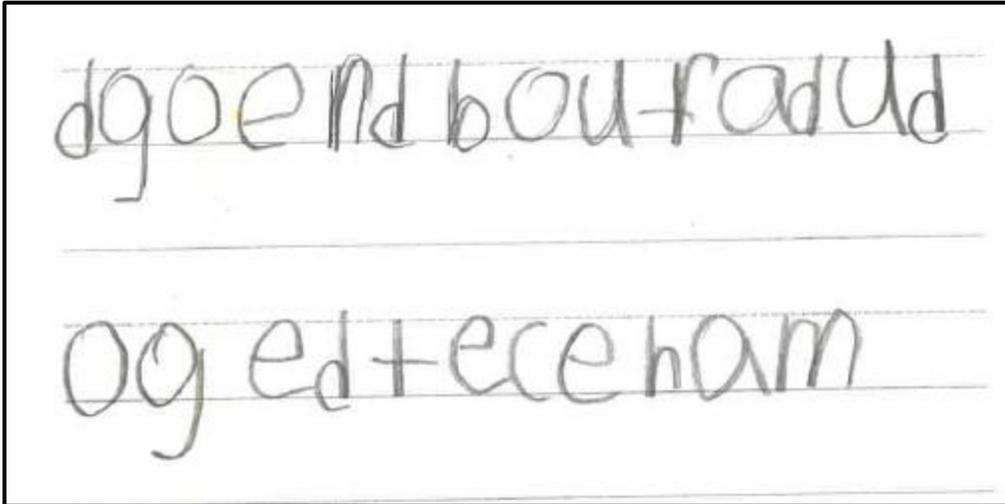
**Write a story about what you see in the picture.
Write as much as you can. Use as many lines as you need.**

Writing AZELLA Holistic Rubric
 Stage I and II: 0-3 points
 Rubric ID: I-II.W.3
 Use for items numbered: #7, #8

Rubric interpretation: This holistic rubric measures student skill in creating multiple English sentences about a topic that is depicted in one or more pictures. In holistic scoring, the best fit score is awarded. Note that instructional support per the ELP Standards in some or all Stages is considered in scoring. Evidence of correct subject-verb is considered, as well as capitalization, punctuation, and spelling. Evidence of consistent spacing between letters and words is also considered. Response will include reference(s) to the prompt/picture(s). Determining the descriptors “minimal” and “minor” should be judged based on number and/or severity of errors per number of words or sentences (e.g., 10 words with 3 errors is equivalent to minimal or minor; 2 sentences with 3 errors is minimal; 1 sentence with 2 errors is minimal). If spelling of more complex words is phonetic and words are recognizable, it can be accepted.

Points	Descriptors
3	<p>Student response is at least two English sentences which include ideas, actions, and/or details. A single sentence that is comprehensively structured to relate more than one idea, action, and/or detail may be counted as two sentences.</p> <ul style="list-style-type: none"> • Ideas and details are present. • Errors in subject-verb agreement are not evident. • Beginning capitalization and/or end punctuation have only minor errors or omissions. • Minor spelling errors do not impede the meaning of words. • Phonetic spelling is acceptable.
2	<p>Student response includes at least one English sentence.</p> <ul style="list-style-type: none"> • Ideas and details may be vague but are present. • Minimal errors in subject-verb agreement are noted. • Beginning capitalization and/or end punctuation have only minor errors or omissions. • Word order impedes clarity. • Minor spelling errors begin to impede the meaning of words. Phonetic spelling is acceptable.
1	<p>Student response includes an attempt to write English sentences.</p> <ul style="list-style-type: none"> • Ideas and details are vague and/or non-existent. • Errors in subject-verb agreement confuse the reader. • No consistent evidence of capitalization and/or punctuation is noted. • Spelling errors impede the meaning of words. Attempts at phonetic spellings are not recognizable.
0	<p>This score point is applied in any of the following conditions:</p> <ul style="list-style-type: none"> • Blank page; language other than English; off-topic response; restatement or copying of the prompt ; Illegible or unintelligible response; evidence of teacher interference

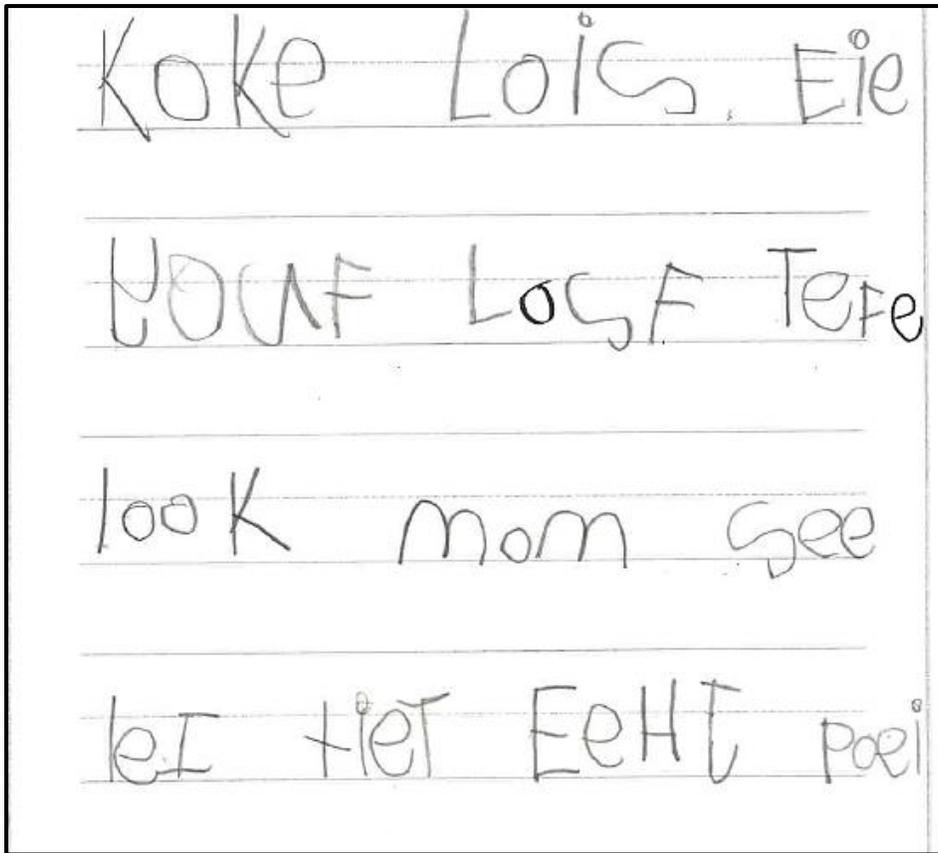
Anchor I-7-0-1



Anchor Paper 1
Score point 0

Response is a list of letters.

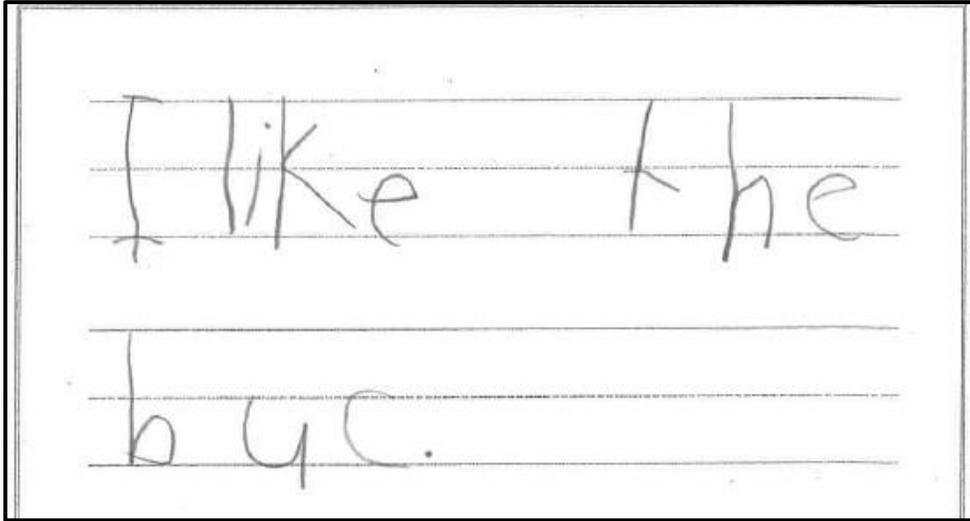
Anchor I-7-0-2



Anchor Paper 2
Score point 0

This response contains some English words with no cohesion. (Unintelligible response)

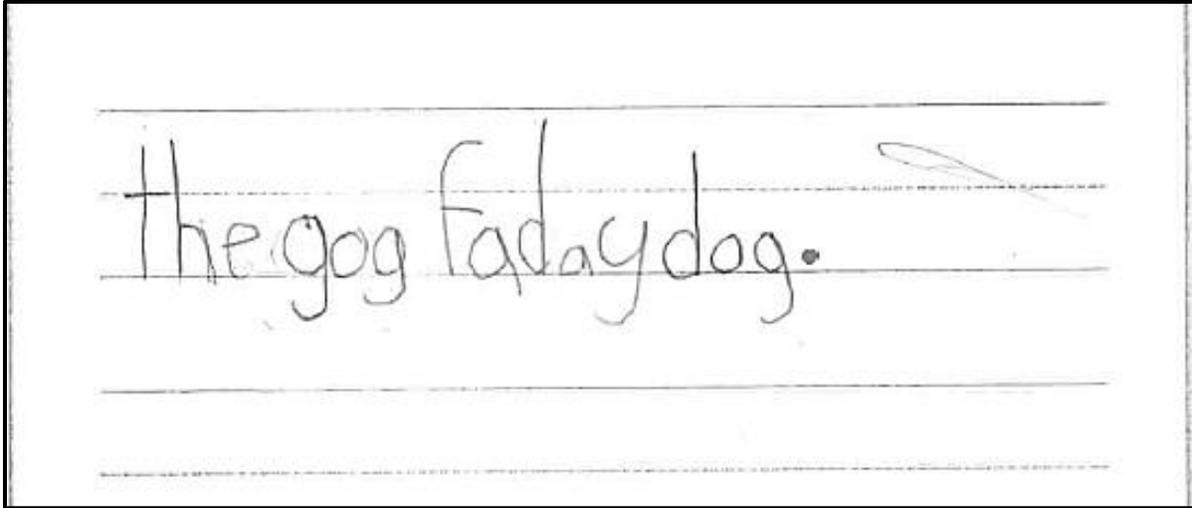
Anchor I-7-0-3



Anchor Paper 3
Score point 0

Although this response consists of an English sentence (*I like the buc. [I like the book]*), the response is off-topic.

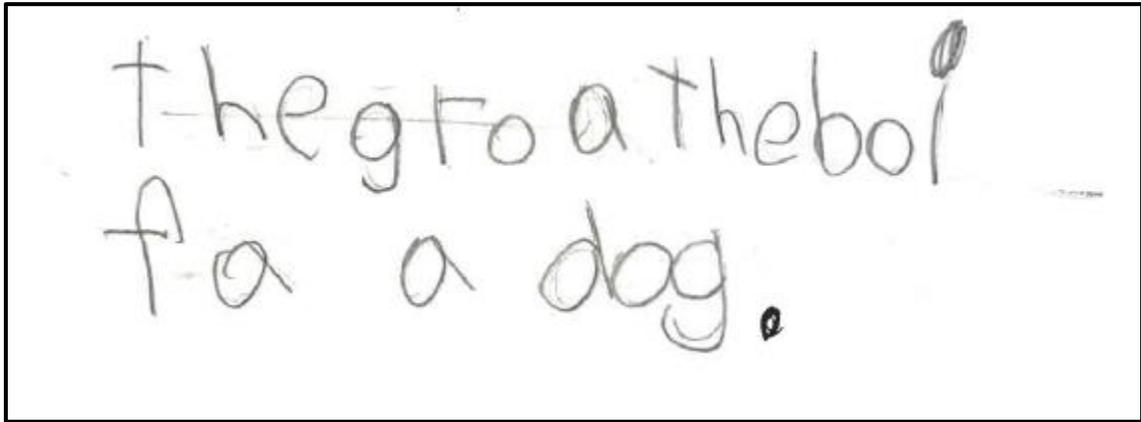
Anchor I-7-1-4



Anchor Paper 4
Score point 1

While this response is an attempt to write an English sentence (*The gog faday dog. [The girl feed?/find? dog.]*), spelling errors impede comprehension. There is end punctuation, but no capitalization.

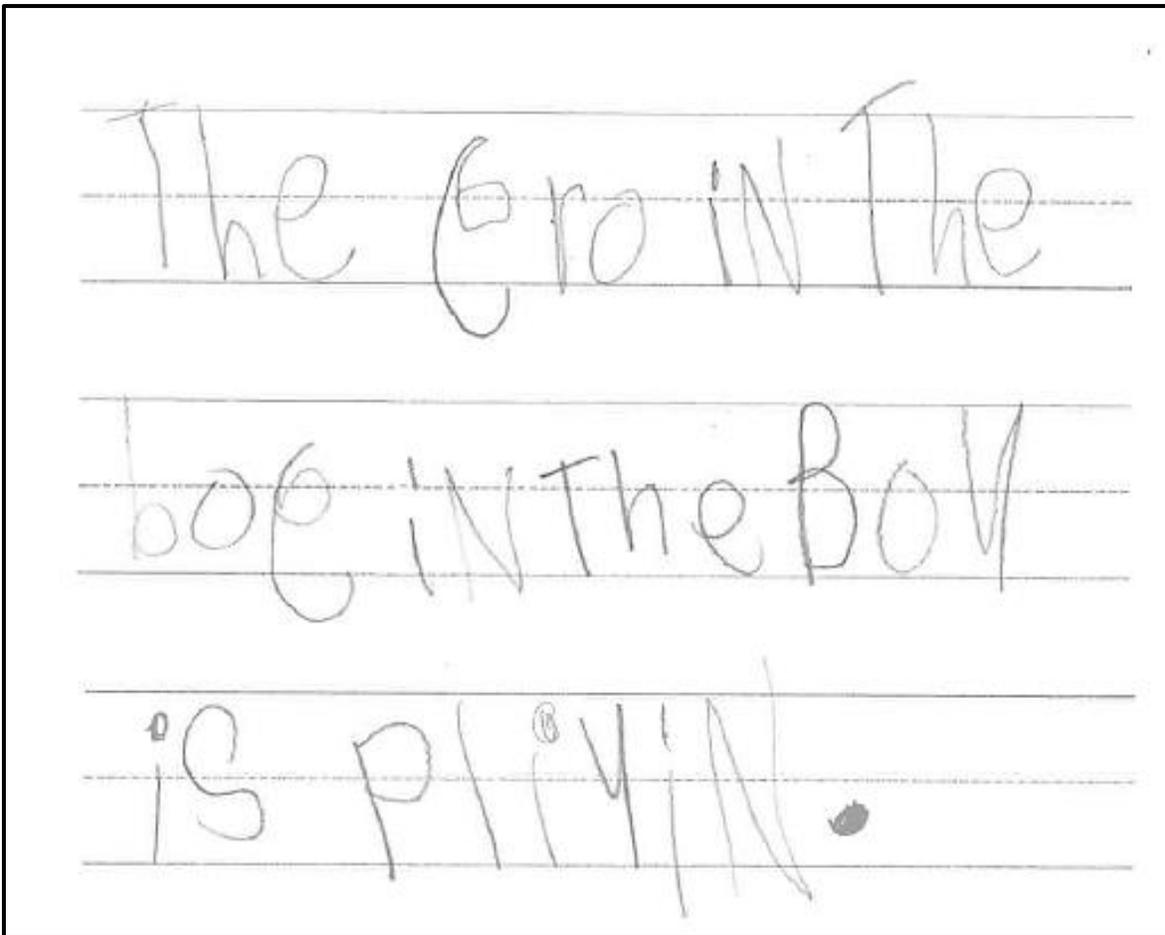
Anchor I-7-1-5



Anchor Paper 5
Score point 1

This response contains an attempt to write an English sentence, but there is no identifiable verb. (*The gro a The boi fa a dog. [The girl and the boy ? a dog.]*) Although there is final punctuation, there is no initial capitalization.

Anchor I-7-2-6

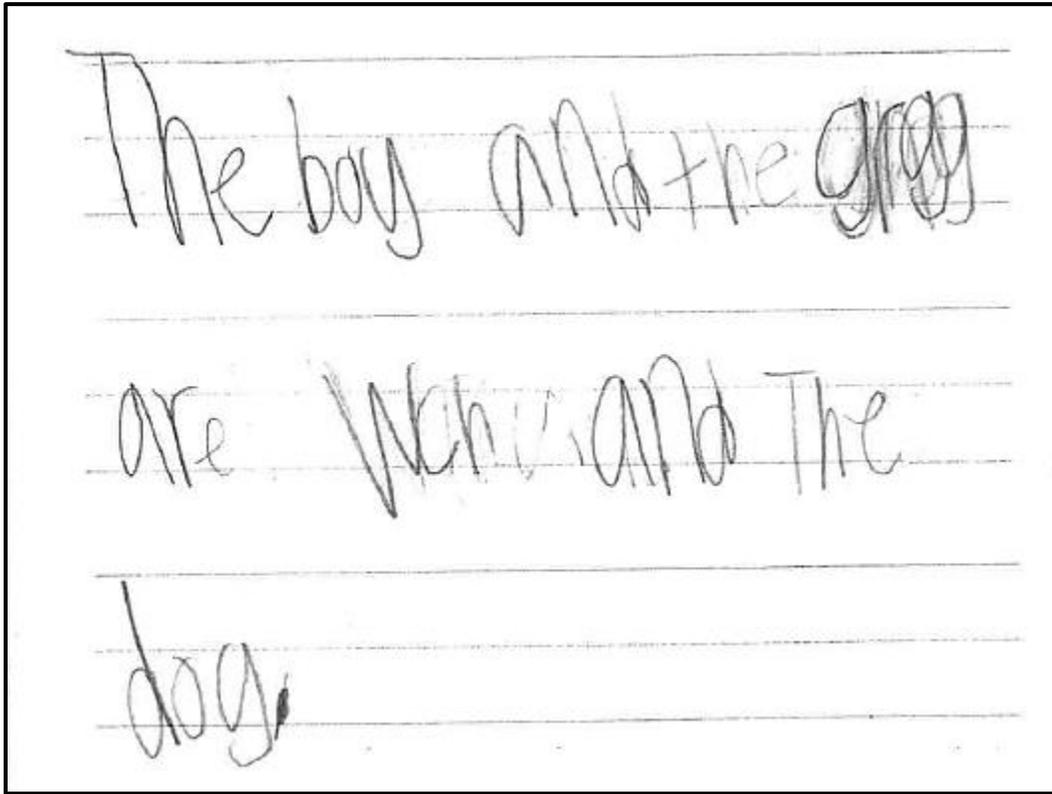


Anchor Paper 6

Score point 2

This response consists of one English sentence (*The gro iN The bog iN The Boy is pIiyIN.* [*The girl and the dog and the boy is playing.*]). There is a subject-verb agreement error; however, there are no omissions in initial capitalization or end punctuation.

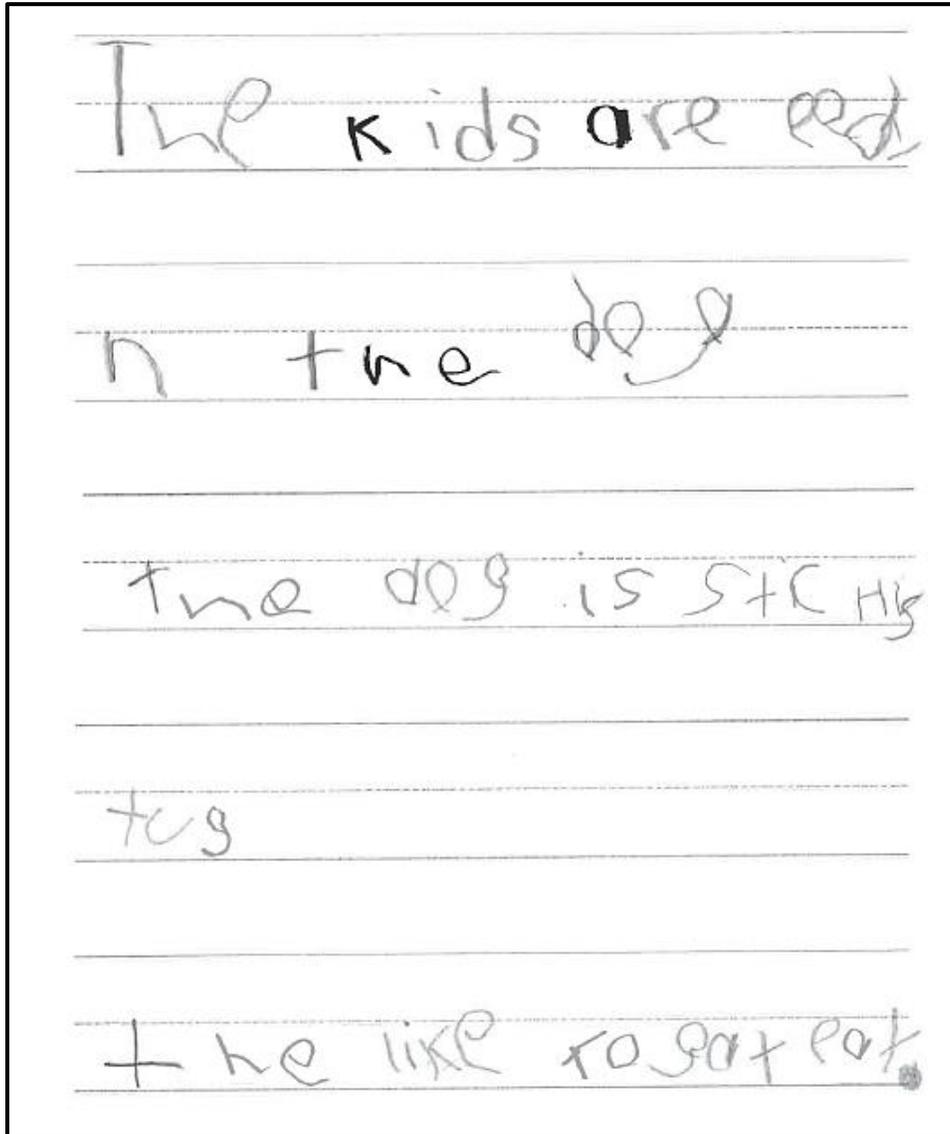
Anchor I-7-2-7



Anchor Paper 7
Score point 2

This response consists of one English sentence with initial capitalization, punctuation, and subject-verb agreement (*The boy and the grg are wchn and the dog. [The boy and the girl are watch and the dog]*).

Anchor I-7-1-8



Anchor Paper 8
Score point 2

This response consists of three attempts at writing English sentences. However, spelling errors interfere with comprehension and the last sentence is unintelligible (*The kids are pedin the dog The dog is stic His tug the like to gat eat. [The kids are petting the dog. The dog is stick his tongue. They like to gat eat]*).

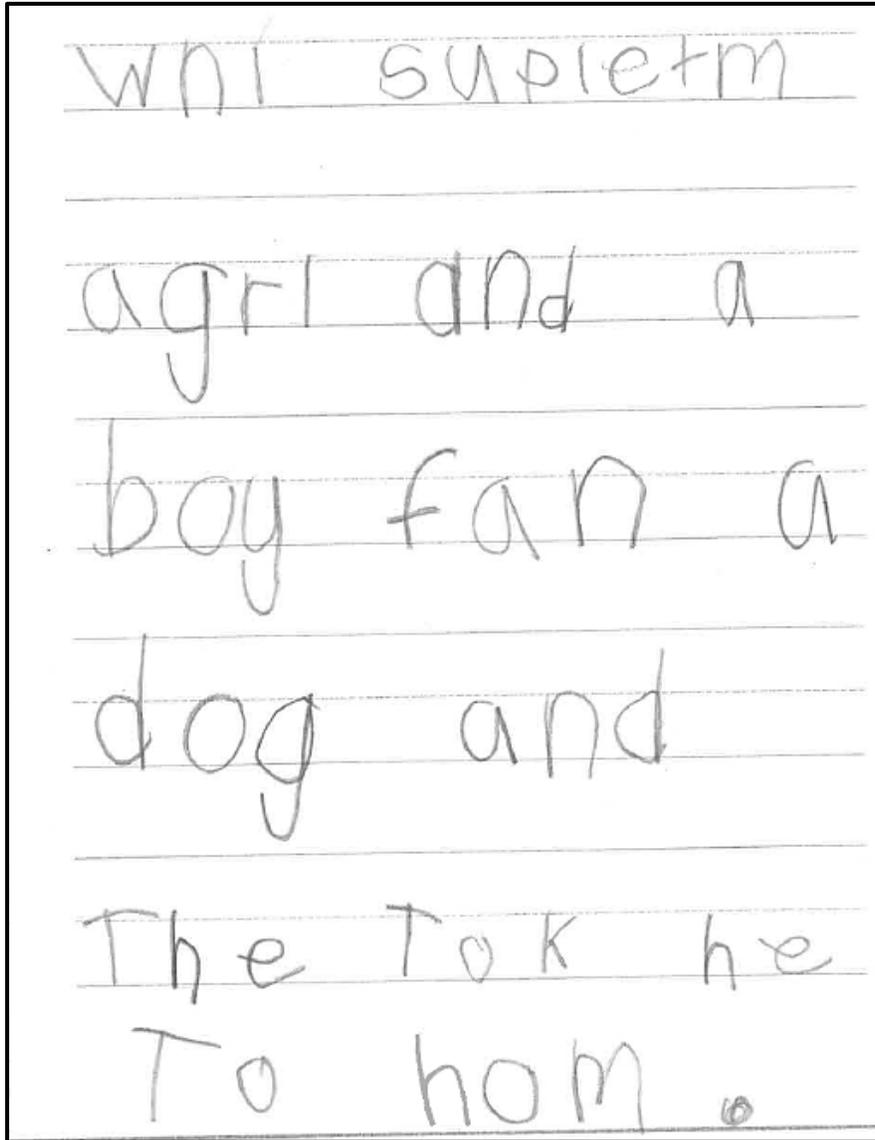
Anchor I-7-2-9

The grl and
The boy and
The dog do
Tushen the
dog

Anchor Paper 9
Score point 2

This response contains a clear idea and spelling does not impede meaning (*The grl and The boy and The dog do Tushen the dog [The girl and the boy and the dog do touching the dog]*). End punctuation is missing, but initial capitalization is present.

Anchor I-7-2-10

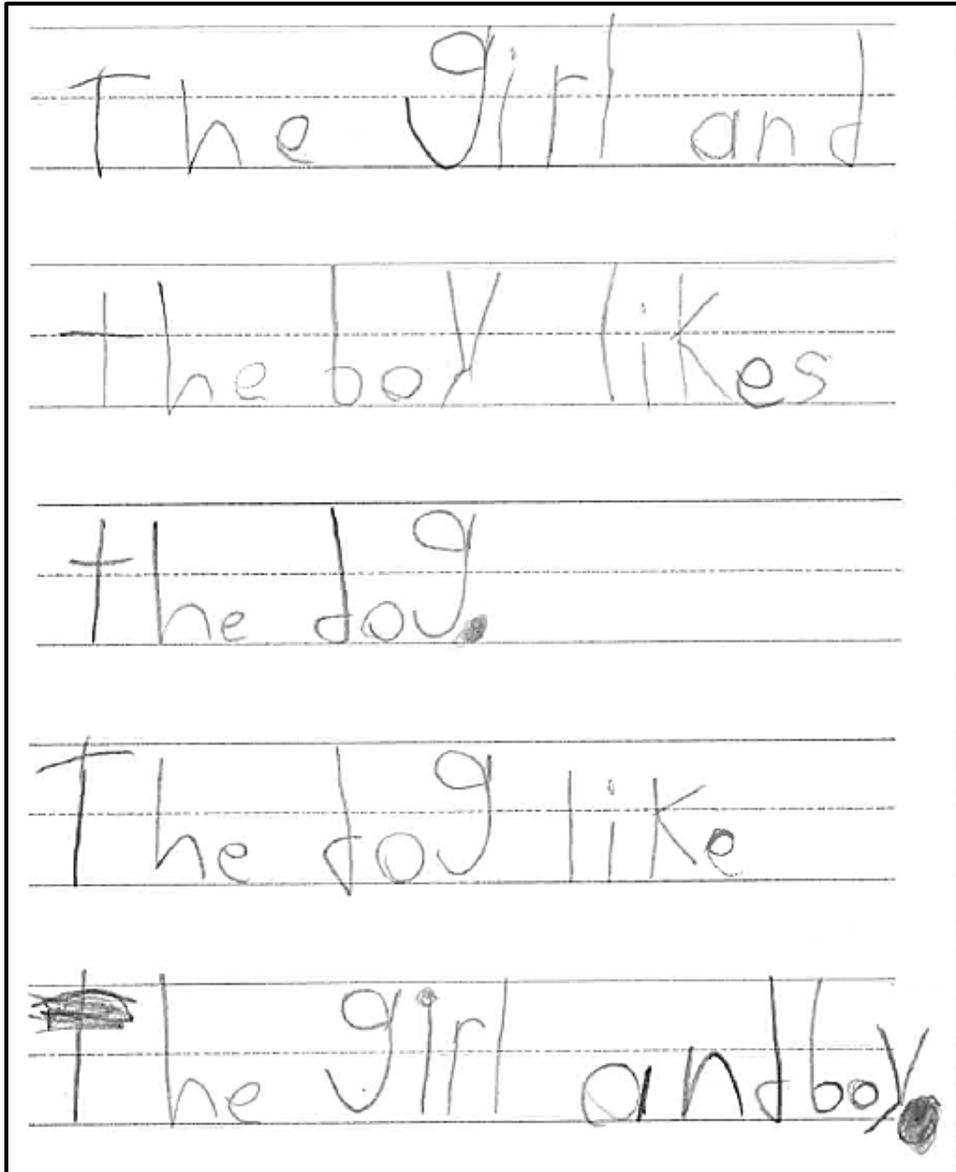


Anchor Paper 10
Score point 2

This response contains ideas and details (*wni supletm a grl and a boy fan a dog and The Tok he To hom. [once upon a time a girl and a boy find a dog and they take he to home.]*).

Not a 3 because of multiple spelling errors (*the for they; fan for find; tok for took*) and lack of beginning capitalization.

Anchor I-7-2-11

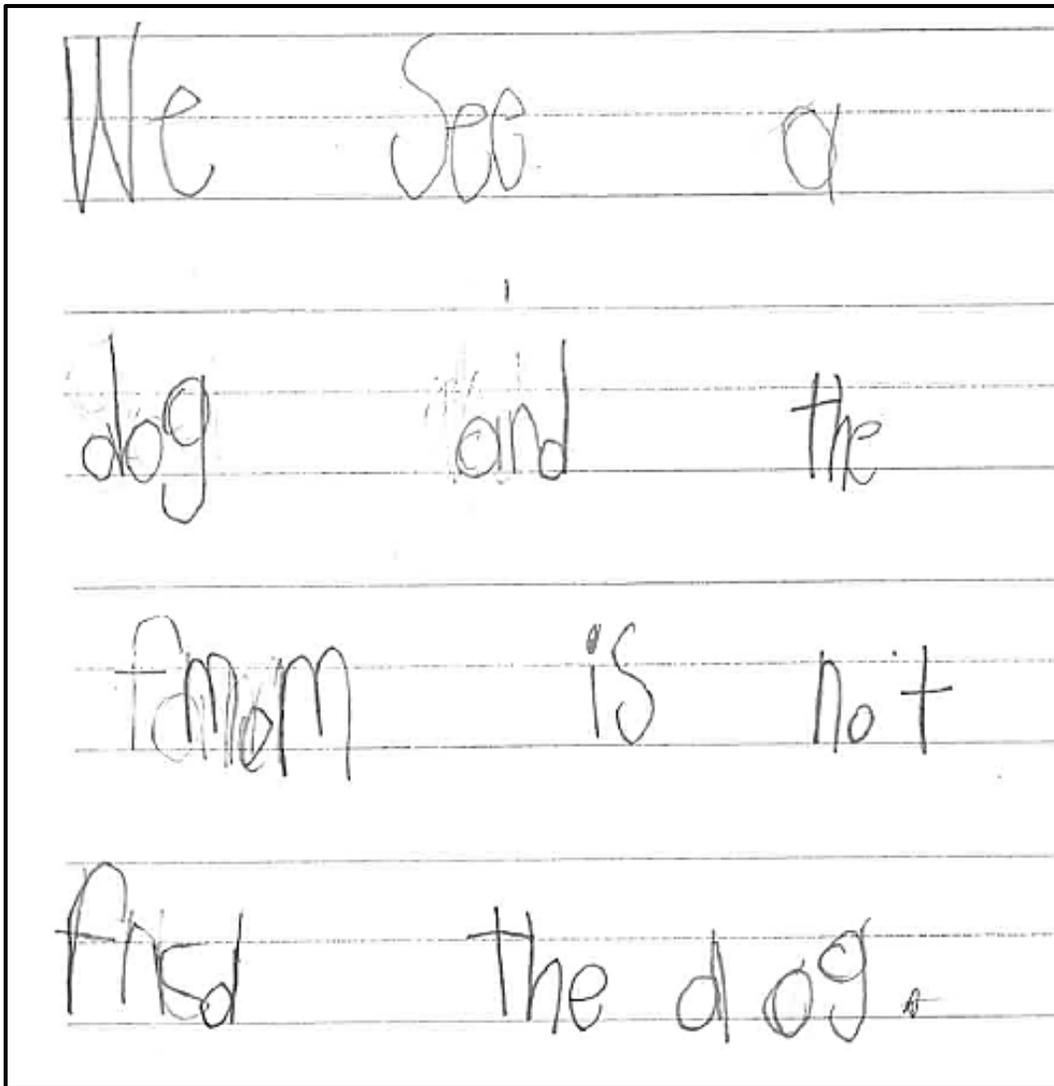


Anchor Paper 11
Score point 2

This response contains two English sentences. Capitalization, punctuation, and spelling are correct.

Not a 3 because there is no subject-verb agreement in either sentence.

Anchor I-7-2-12

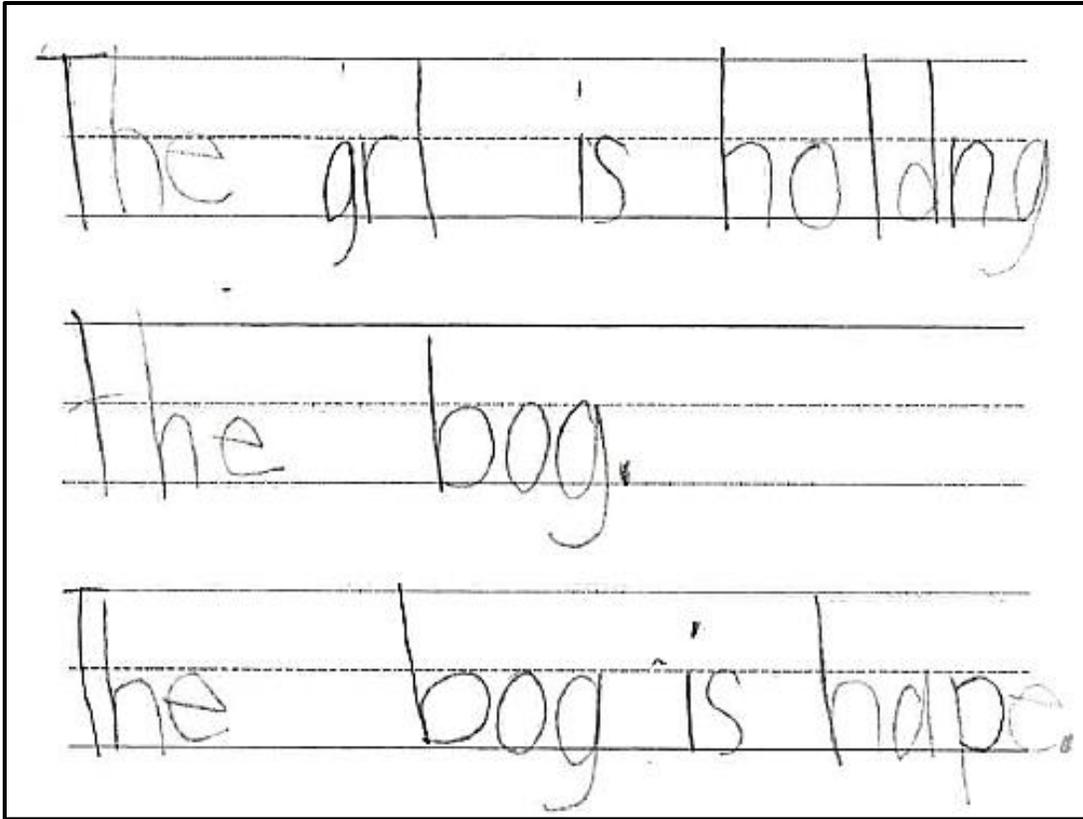


Anchor Paper 12
Score point 2

This response is an attempt to write an English sentence that relates two ideas (*We see a dog and the mom is not finds?/friends? the dog.*). There are no omissions of capitalization or punctuation.

Not a 3 because even though there is only one spelling error, it has significance because we cannot evaluate the accuracy of the subject-verb agreement in the second part of the sentence.

Anchor I-7-3-13

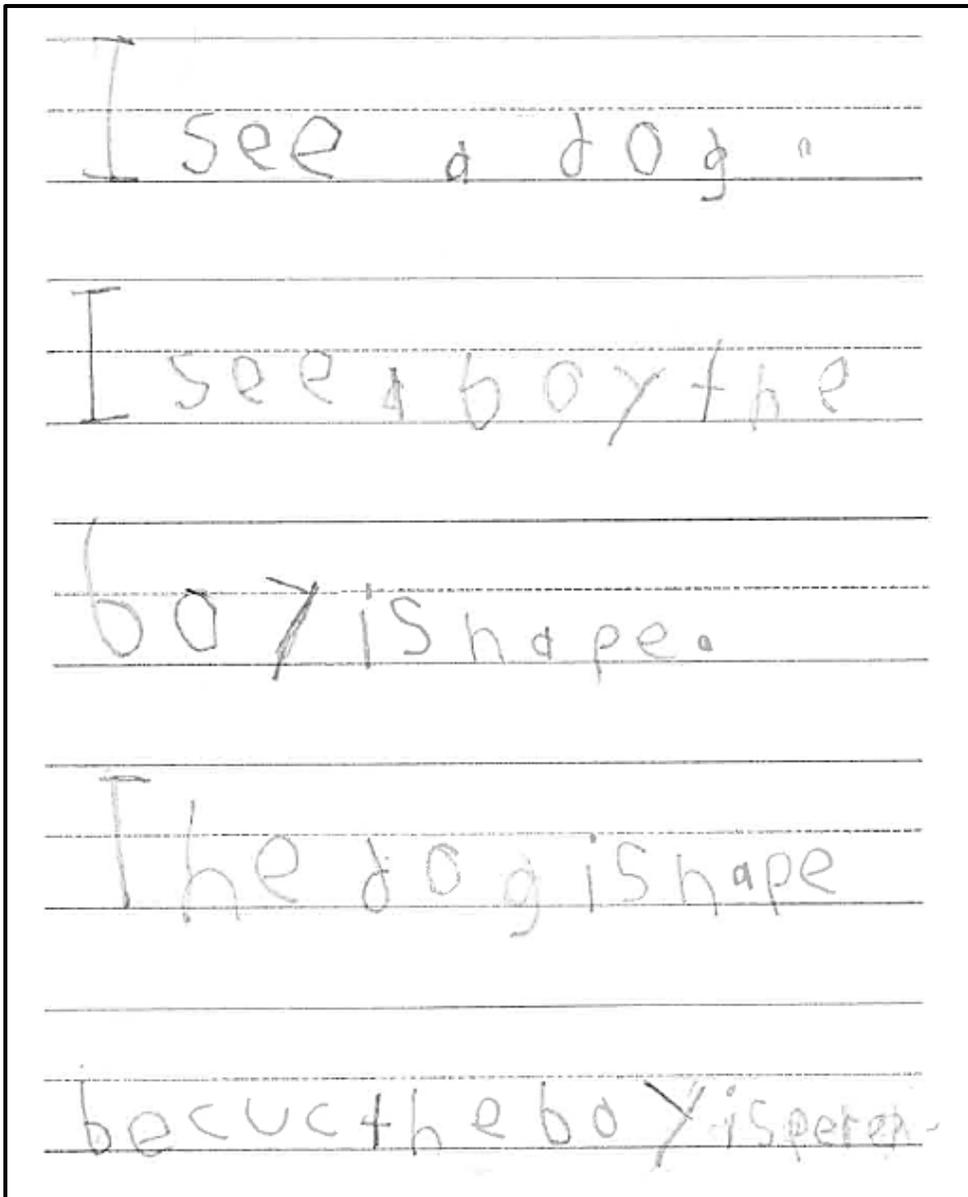


Anchor Paper 13

Score point 3

This response contains two English sentences that include beginning capitalization and end punctuation [*The girl is holding the dog. The dog is happy.*]. Although there is some phonetic spelling (*grl, holdng, hape*), it does not impede comprehension.

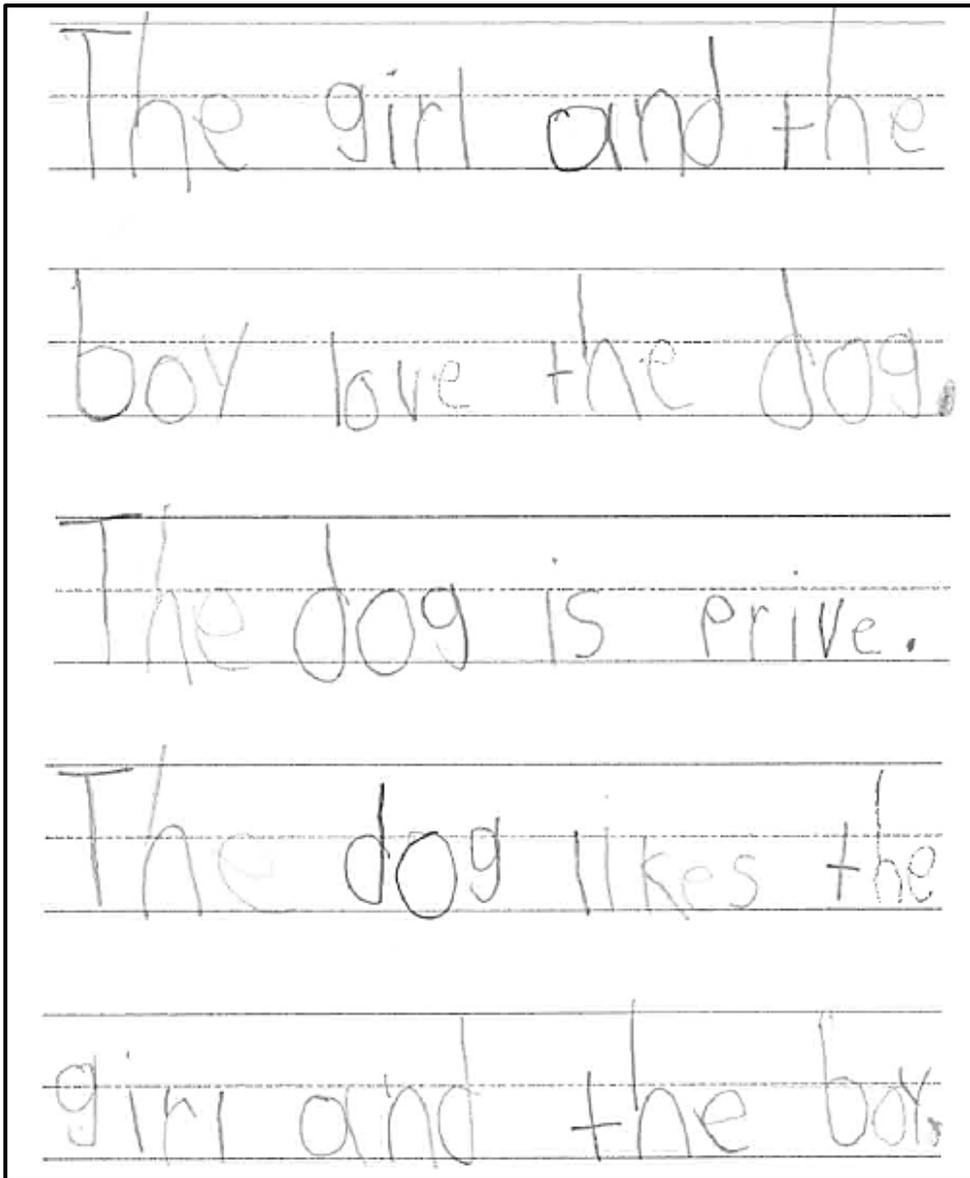
Anchor I-7-3-14



Anchor Paper 14
Score point 3

This response contains complete sentences with details, including beginning capitalization and end punctuation. Spelling errors do not impede comprehension. (*I see a boy the boy is hape. The dog is hape becuc the boy is peren [The dog is happy because the boy is petting]*).

Anchor I-7-3-15



Anchor Paper 15
Score point 3

This response contains clear ideas and details. Capitalization and punctuation are good. There are three complete sentences and in only one instance does spelling impede comprehension (*prive [pretty?]*).

The dog is looking at
the boy. The kids are
tuching the dog. day are
happy. The dog has
a tel.

Anchor Paper 16
Score point 3

This response contains four complete sentences with subject-verb agreement, correct punctuation, minimal capitalization errors and it provides details. Spelling errors (*tuching* for *touching*; *day* for *they*; *tel* for *tail*) do not impede comprehension.