

Anchor Set

AZELLA Sample Test – Stage I Writing Item Number 8



Look at number 8.

Look at the three pictures that tell a story about the boy's day at the park.

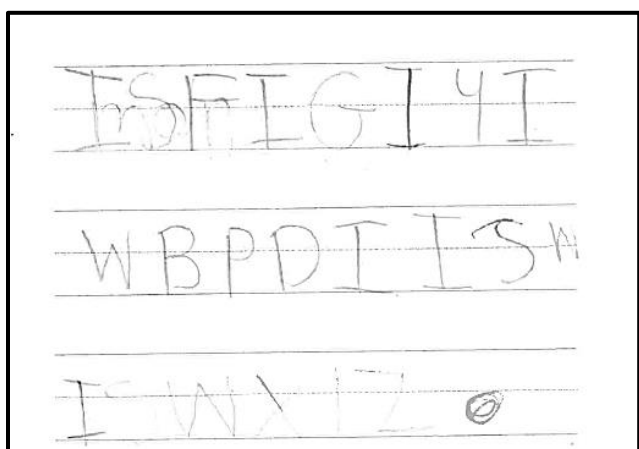
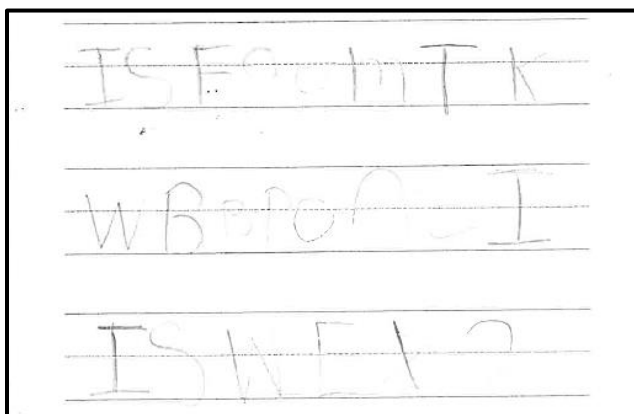
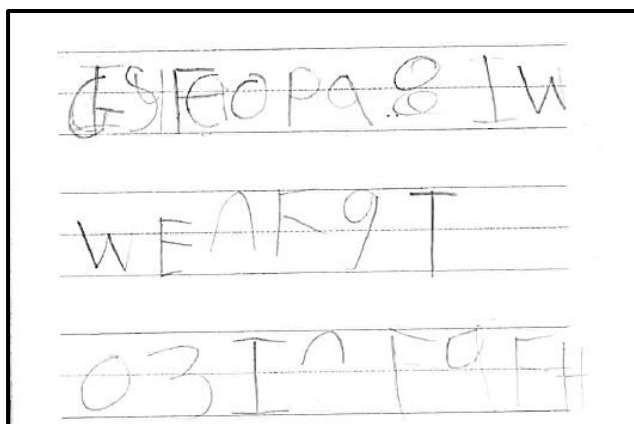
Write a sentence that tells what is happening in each picture.

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-8-0-1



Anchor Paper 1 Score point 0

Response is a list of letters and numbers.

Anchor I-8-0-2

he like is He
kin



was my his bib
Kie hem ien
nie oie tie kene



albei weup ik
Fie hei hoe ekie
iss Heiei koid



Anchor Paper 2
Score point 0

While response contains some English words, it does not include an attempt to write a sentence.

Anchor I-8-1-3

There are



There-I see girl



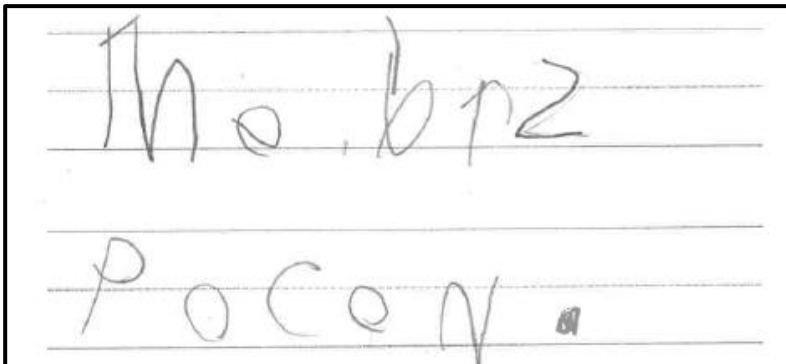
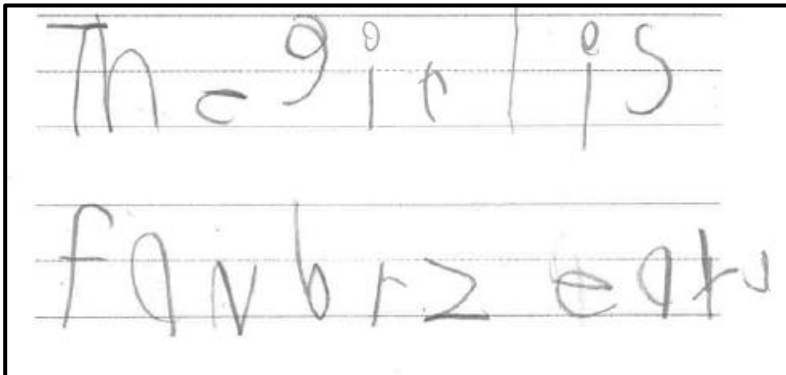
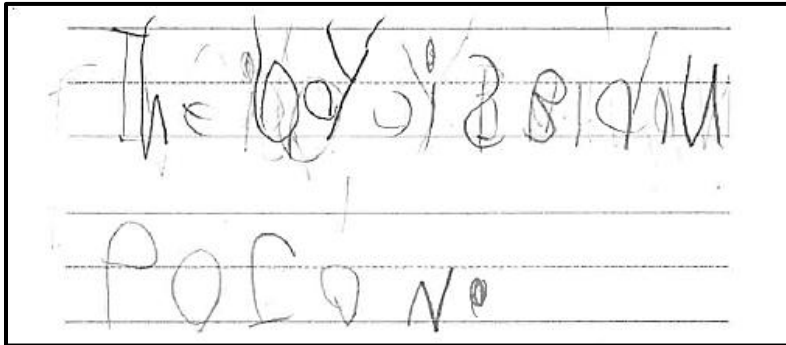
There-I see girl



Anchor Paper 3
Score point 1

This response contains an attempt to write an English sentence (*Thare -I see girl [There- I see girl]*). However, the sentence is off topic.

Anchor I-8-1-4



Anchor Paper 4
Score point 1

This response contains attempts to write English sentences. While punctuation is inconsistent, every sentence attempt includes beginning capitalization. (*The boy is Bidin pocoN. [The boy is buying popcorn.].*) (*The girl is fanbrz eats*)(*The brz poconN [The birds popcorn].*)

Not a 2 since there is no subject-verb agreement and spelling errors impede meaning.

Anchor I-8-1-5

I bar the b h +
that a cob



I see the brd
e n the timar



I see a bsr
that the
so a brs .



Anchor Paper 5
Score point 1

This response contains several attempts at writing an English sentence, but only the words "I see the bird" are comprehensible as an English sentence.

Anchor I-8-1-6

The girl is giving.
The girl go house.
The girl go to sleep.



The girl is giving.
POPCORN
The girl is giving.



The girl is giving.
POPCORN
The girl is giving.



Anchor Paper 6
Score point 1

Response contains ideas and details [*The girl is giving. The girl go house. The girl go to sleep. The girl ... popcorn. The girl is giving. The girl is putting. Popcorn. The girl is go to work*]. Beginning capitalization is consistent, but end punctuation is omitted in two places. Not a 2 because of multiple subject-verb agreement errors and spelling errors that impede meaning.

Anchor I-8-1-7

the girl is gof
to a Procon



the girl is erin
a Procon



the vrs com
en com et the
the pocrn



Anchor Paper 7
Score point 1

This response consists of three attempts to write English sentences. Not a 2 because spelling errors interfere with comprehension and capitalization is omitted. (*the vrs com en com et the pocrn. [The birds come and come eat the the popcorn.]*)

Anchor I-8-2-8

the gir is bae
the dox is hap
the dox is oguen.



the gir / is seden
the girls hap
the gir is tac



the gir is fet
a brd
the girl is hap



Anchor Paper 8 Score point 2

This response contains multiple attempts to write English sentences (*the girl is bae the dox is hap the dox is oguen. [the girl is buying the boy is happy the boy is ...] (the girl is seden. the girl is hap the girl is tac [The girls is sitting. The girl is happy. The girl is] (the girl is fet. a brd. The girl is hap. [the girl is feed a bird. the girl is happy.)*

There are errors in subject-verb agreement that do not confuse the reader. There are omissions in punctuation and capitalization. Spelling errors begin to impede meaning.

Anchor I-8-2-9

The dad
giv fod and
frot n the
girl eat fod.



The girl eat.
The girl see the bird.
The girl giv fod.



The girl giv
fod to the
bird.



Anchor Paper 9
Score point 2

This response contains multiple errors in subject-verb agreement. Spelling begins to impede the meaning of words. (*The dad giv fod and frot n the girl eat food [The dad give food in front and the girl eat food]*) (*The girl eat. The girl eat. The girl see the bird. The girl give fod.*) (*The girl give fod to the bird.*)

Not a 1 because response contains ideas and details and spelling errors do not impede comprehension.

Anchor I-8-2-10

The boy is
geden The
pa kor n



The boy wuts
to et The
pukon



The boy
poot pukon
in the goon



Anchor Paper 10
Score point 2

While punctuation was omitted in this response, it contains three sentences and details (*The boy is geden The pakorn [The boy is getting the popcorn]*) (*The boy wuts to et The pukon [The boy wants to eat the popcorn]*) (*The boy poot pukon in the goon [The boy put popcorn in the ground]*).

Anchor I-8-2-11

The girl is
Kimi mani.



The girl has
pacors.



The girl is
eatin pacors.



Anchor Paper 11
Score point 3

This response contains three ideas with some details and no subject-verb agreement errors [*The girl is giving? money. The girl has popcorn. The girl is eating popcorn.*]. The use of phonetic spelling (*mani* for money; *eatin* for eating) does not impede comprehension.

Anchor I-8-3-12

first the boy
get popcorn for
the bird.



Next The birds
cam.



Last he gif
food to the bird.



Anchor Paper 12
Score point 3

This response contains three ideas with details introduced by sequence words. Even though there are subject-verb agreement errors, this response is not a 2 because it meets the criteria for a score point 3 in spelling, capitalization and punctuation.

The boy
has sum
popcorn.



The boy fed
sum popcorn.
to the birds.



The boy
was happy
becu the birds
cam



Anchor Paper 13
Score point 3

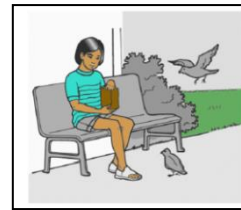
This response consists of three sentences that include details. The use of phoentic spelling does not impede meaning [*The boy has some popcorn. The boy feed? some popcor. to the bird. The boy was happy because the birds. came*] There is a subject-verb agreement error in the second sentence, but the other two are correct including beginning capitalization. End punctuation is inconsistent.

Anchor I-8-3-14

She buy the bread
She give a dollar
to the men



She is sitting on
the chair.
The birds come to eat.



She is giving
food to the birds.
She is a nice girl.



Anchor Paper 14

Score point 3

While there are two subject-verb agreement errors in this response, the writer produced six sentences that include details. [*She buy the bread. She give a dollar to the men. She is sitting on the chair. The birds come to eat. She is giving food to the birds. She is a nice girl.*]. The use of phonetic spelling does not impede comprehension. There is only one omission of end punctuation and no errors in capitalization.

Anchor I-8-3-15

First, the boy is
giving the boy
four the popcorn.



then, the boy
is sitting owl
siey welf his popcorn.



Last, the boy
is giving the
popcorn the bra



Anchor Paper 15
Score point 3

This response consists of three sentences that include details introduced by sequence words [*First, the boy is giving the dollar for the popcorn. then, the boy is sitting outside with his popcorn. Last, the boy is giving popcorn the birds.*]. Except for one omission in capitalization, the writer shows control of stage-appropriate English conventions.