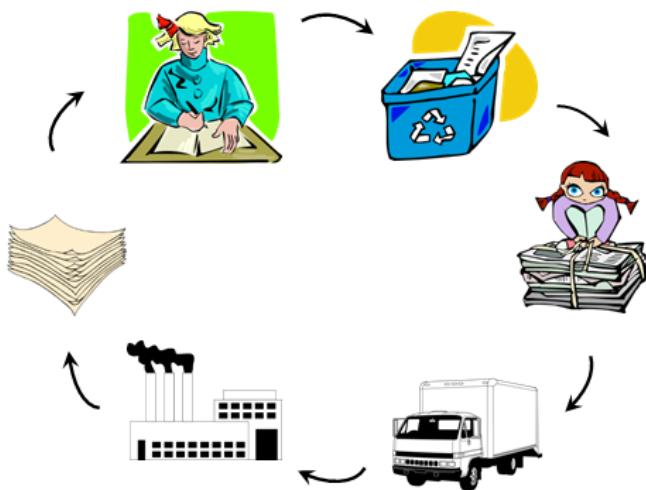


Anchor Set

AZELLA Sample Test – Stage III Writing Item Number 14

14 Look at the picture of the paper recycling process.



On page 3 of your answer document, explain what the picture shows about the recycling process.

Be sure to include:

- All the steps.
- Details from the picture.

Check Your Writing: Expository Writing

- Explain what is happening in the picture.
- Use descriptive words.
- Include details.
- Use a variety of complete sentences.
- Use correct capitalization, punctuation, and grammar.

Writing Rubric

Rubric ID: III-V.W.5

Stages III-V

0-5 points

Use for items #14 and #15

Score 5: Ideas are expressed and developed clearly; conventions of Standard English are successfully incorporated; sentences are varied with both simple and complex structures; writing is organized and clearly moves from one sentence to the next; writing is focused and descriptive. A score point 5 will include:

- An idea supported with relevant reasons, examples, and/or details; characters and setting as appropriate.
- Command of grammar (including syntax) and usage with few or no errors.
- Correct capitalization and end punctuation; infrequent errors in internal punctuation.
- Infrequent and/or minor spelling errors that do not impede the reader's comprehension.
- Recognizable organization that allows the reader to follow the text from beginning to end.
- Consistent use of descriptive words and phrases that address the purpose, topic, and audience using academic language as appropriate.
- Prompt/question addressed either in a statement or with clear implication.

Score 4: Main idea is evident and development is present. Writing includes minimal errors in Standard English conventions that do not impede communication of the text. There is variation of sentence structures; simple sentences prevail. Vocabulary is appropriate. Student uses transitions although they are repetitive or missing at times. A score point 4 will include:

- An idea and details or characters and setting as appropriate.
- Minimal errors in grammar (including syntax) and usage that do not impede communication.
- Infrequent errors in capitalization and punctuation do not impede communication.
- Infrequent and/or minor spelling errors that do not impede the reader's comprehension.
- An organization that incorporates transitional words to guide the reader through the text, from beginning to end.
- Words and phrases that address the topic and audience using academic language although inconsistencies are noted.
- Evidence of connection to the prompt/question, stated or implied.

Score 3: Main idea is present; few details are evident although some are general. Writing includes errors in Standard English conventions which impede communication. There is a hint of sentence variation, but attempts are often unsuccessful. Vocabulary is limited. A score point 3 will include:

- Main idea present; details randomly placed; simplistically stated character(s) and/or setting as appropriate.
- Errors in grammar (including syntax) and usage that begin to confuse the reader.
- Frequent errors in capitalization and punctuation that begin to impede communication.
- Frequent spelling errors that begin to impede reader's comprehension.

- Organization difficult to follow; transitions often missing; beginning and/or ending that may be missing.
- Repetitive use of words and phrases.
- Some evidence of connection to the prompt/question stated or implied.

Score 2: Main idea is discernible; details are not always tied to an idea and are sometimes off topic. Errors in Standard English conventions impede communication. Sentences are often incomplete or are simplistic in structure. Vocabulary is limited and repetitive. A score point 2 will include:

- Ideas vague and/or simplistic; details sometimes unrelated; if appropriate, characters and/or setting not identified, although a name may be mentioned.
- Errors in grammar (including syntax) and usage that impede communication.
- Beginning capitalization and end punctuation are often incorrect. Internal punctuation not correct if used.
- Spelling errors that impede reader's comprehension.
- Organization non-existent; no cohesiveness among the sentences; beginning and ending missing.
- Repetitive and/or incorrect words and phrases.

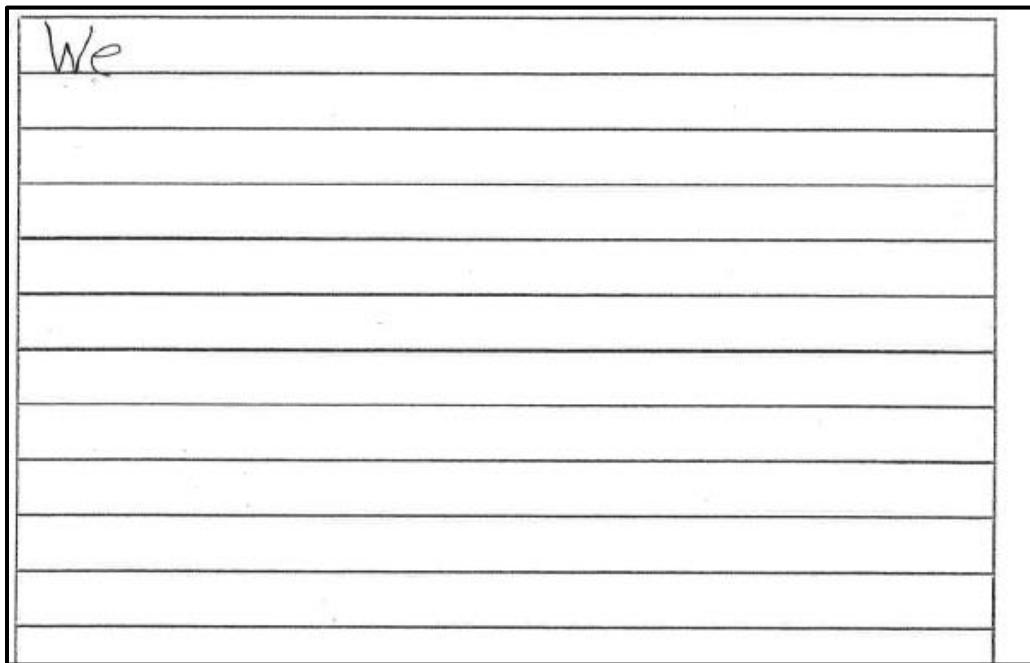
Score 1: No main idea is present; there is only a list of English words and phrases with no connection to one another. The use of Standard English conventions is not evident. Sentences are incomplete or are random words strung together. Vocabulary is the repetition of a few words that offer no cohesive meaning. A score point 1 will include:

- Absence of ideas; if appropriate, characters and/or setting not identified, although a name may be mentioned.
- Errors in grammar (including syntax) and usage that impede communication.
- No consistent evidence of capitalization and punctuation.
- Spelling errors that impede the reader's comprehension.
- Organization non-existent; no cohesiveness among the words and phrases; beginning and ending missing.

Score 0: This score point is applied in any of the following conditions:

- Blank page or
- Language other than English
- Off-topic response
- Restatement or copying of the prompt
- Illegible or unintelligible response
- Evidence of teacher interference or student cheating

Anchor III-14-0-1



A handwritten response "We" is written in blue ink on the first line of a set of ten horizontal ruling lines. The handwriting is cursive and appears to be done by a child. The rest of the lines are blank.

**Anchor Paper 1
Score point 0**

The response does not contain enough of a sample to be scored.

Anchor III-14-1-4

I theing that it go round the steklor
bras if have seem eros on the siun and so
that mend that it goround the steklor
the Yeand Geeras if had seem eros there

Somthing Besill the eros and it had thing on the
siul of the eros and there are a grid
viewing the nesent there are a resieklo Box with
some thing in side if the Nesent won there

is arid piking the melf up there is a thate
and a Plans somthing that are in the Plans the
Nesent is seem pepes satz on top of each
of the 12 lites the pepes stat to ge thate

the grid and the Resieklo Box and the grid the
melf and the chrate and the plan and the pept
do the thing are doing round the steklo
and the eros mral that it is going round the

steklor and the eros are going round the
steklor becaus i talt you that the
steklor is going round the steklor

Anchor Paper 4

Score point 1

While there are several attempts to write English sentences (*it had seem eros there, there are a resieklo Box with some thing in side*), this response predominantly consists of some English words with no connection to one another.

Reseling step 1st wus paper if you bo not
like it you ho, fror it a yae you resit
see the, huncle bin Put it in thay
Yot, will horbin if will be ontax
they will be in a cruy it will shibit in a
fronty it will, Make the olb paper ney
paper, And that har we get paper
iconr ride,

Anchor Paper 6

Score Point 1

This response shows an attempt to address the prompt (*it will. make the olb paper ney paper*). Spelling, punctuation and grammar errors impede communication.

Anchor III-14-1-8

the answer was that you are So Post to now what the Picture was doing.

Anchor Paper 8

Score point 1

This response consists of a single sentence that is related to the prompt; however, no relevant connection is made. Response lacks details and contains errors in capitalization and spelling.

Not a 0 because the student was able to construct an original sentence and demonstrate some English language ability.

First she Putes the PaPer in the
reS, calINg bin and she found
them all in stacks and tigs them.
Next, the News PaPer and with
the News paPer you can get
Paper for the the school .Last
the teacher get the papers.

Anchor Paper 9

Score point 2

This response addresses the prompt and includes transition words. Errors in punctuation and capitalization are minimal; however, the spelling errors begin to impede comprehension (*resicalining* [*recycling*], *tigs* [*ties*]).

Not a 3 because the ideas contained in the response are simplistically stated and vocabulary is repetitive.

Anchor III-14-2-11

The lady is writing. She is recycling
the paper. The paper is going in the
truck. Where they take it to a factory
where they make paper.

Anchor Paper 11

Score point 2

This response contains ideas that are vague and simplistic. Vocabulary is limited and repetitive.

The response is not a score point 1 because ideas are clear and organized.

The response is not a score point 3 due to repetitive vocabulary and sentence structure.

Anchor III-14-2-12

SESSION 3 -WRITNG QUESTION 14

the paper coming
to the trees
and then we
can use the
paper so and then
we need to
use the paper.
so we can
read a book
if no have a
paper in the
world no have
a books so.
Anybody can
read a book.
if we want to
read a book
well we need
to protect the
trees or can
read a book
or anybody can
bright or have fruits

Anchor Paper 12

Score point 2

Although this response attempts to address the prompt, Ideas are vague and details unrelated. The response lacks organization and the errors in grammar impede communication. Capitalization and punctuation are often incorrect (periods seem to have been placed randomly).

Anchor III-14-3-13

The recycling Process it have a lot of steps.

First, we use the paper.

Then, we put the paper that we already use to a recycling box.

Next, one person collect then all the papers that are use.

The person who collect the paper give it to another person that drives to a recycling building.

Finally, the person who work in the building create the paper that it was already use to new paper.

Anchor Paper 13

Score point 3

This response states a main idea (*The recycling Process it have a lot of steps*) and addresses the prompt. Some of the sentences in this response have duplicate subjects (... *the paper that it was*, *The recycling Process it have a lot of steps*). There are multiple subject- verb agreement errors (*it have a lot of steps*, *one person collect*, *the person who collect the paper give it to another person*).

Not a 2 since the response addresses the prompt and has an organization (use of transitions words).

Anchor III-14-3-16

One day there was a girl that
was drawing a picture. Then she mix
up and put it in the recycling. And
the workers of recycling pick the paper
up and drove it to a building and made
new copy's of paper.

Anchor Paper 16

Score point 3

This response contains ideas that follow a sequence. There are some spelling and punctuation errors that do not impede communication.

Not a 4 because response does not exhibit sentence variation or academic language.

Anchor III-14-3-18

Sam is recycling paper she goes out side and looks if a truck is coming she see a truck that is blue it is the recycling truck the man in the truck get's out his truck sam gives the man the papers then the man get's in the and the man drives to a place were people recycl paper and the man get's out of his truck and gives all the papers to ather man the man said thank you then the man who has the papers to Recycl goes in this place were people recycl paper the man reyclys the paper then goes to the back of the place and get's a strip of paper and makes a bow a round the paper and then takes it to this school and kids are writing on the paper and recycling goes on and on. the End

Anchor Paper 18

Score point 3

This response contains a main idea and details. The beginning and ending are stated in the response. There are minor errors in spelling that do not impede comprehension.

Not a 4 since response, which is one long sentence, exhibits a variety of grammar and usage errors and the lack of punctuation confuses the reader.

Anchor III-14-3-20

- There is a stack of paper that you can use to fight on. Did you know that paper is made out of wood.
- You can use paper to fight, draw, and do what you want to. like the girl in the picture. Her armchair is complete. Now she is going to throw the paper in the recycling bin.
- If you don't know what a recycling bin is just look for the symbol, the three arrows. The symbol for the three arrows means to keep on going. The more paper you recycle the more you can use.
- Some time's the paper you recycle becomes newspaper. newspaper can be recycled to so is not only paper can be recycled there are many other things that can be recycled to.

Anchor Paper 20

Score point 3

Response exhibits some of the traits of a score 4; including a main idea with significant details. However, communication is impeded by errors in grammar, spelling, punctuation, sentence structure, and capitalization.

The response is not a 2 as the ideas are beyond vague and simplistic and there is clear evidence of an organizational structure.

The response is not a score point 4 due to the density and variety of errors in standard English conventions.

The recycling is a important cycle in the world. The recycling help us to have a cleaner area.

If we wouldn't have recycling in our planet, we would have trash everywhere. The kids wouldn't have a good future, and health. And all the planet would be a world of trash.

Now we don't have to many recycling in our lifes, because we keep having trash in other countries.

We should have recycling staff in other countries too, or our variety of incionalization would go down.

In conclusion without recycling the world would int have a exit door.

Anchor Paper 22

Score point 4

This response contains ideas that are well organized and show progression. There is an attempt to use academic vocabulary (*area, planet, health, conclusion*) and a variety of sentence structures that includes modal verbs (*would, should*). Spelling and grammar errors are infrequent.

First, on the recycling poster they show that a girl is using some of the paper. Next, the girl decides to put the paper in the recycling bin. Then, the girl who used the paper, raps it with some string for the recycling people to pick up. Before that the recycling people came and picked up the paper and drove away. After, the recycling people got to the "Recycling Plant" they got the paper. Last, when they finished getting the paper they melted the used paper and made new paper.

Anchor Paper 23

Score point 4

Main idea is evident and development is present. There are minor errors in spelling and grammar that do not impede communication (decises for decides, Than for Then, ben for bin, etc.).

The response is not score point 3 because details are connected and developed; and errors do not impede communication.

The response is not a score point 5 because there is a limited use of descriptive words and phrases that address the audience and purpose. The number of errors in conventions, while minimal, does not display command of grammar.

Anchor III-14-4-24

First, throw a sheet of paper that you don't want into the recycle bin. Second, the recycle workers will wrap all the things in the recycle bin. Third, they put it into the recycling truck. Forth, they drive the truck to the recycling building. Finally, they turned the trash into clean paper.

Anchor Paper 24

Score point 4

This response has Ideas and details that are organized. There are no grammar errors; however the response exhibits a shift in verb tenses going from present/future to simple past.

Not a 5 because the ideas are not supported with relevant reasons or examples and there is no use of academic vocabulary.