

Anchor Set

AZELLA Sample Test – Stage III

Writing Item Number 15

15 Look at the three pictures.



On page 4 of your answer document, write a story about what you see in the pictures.

Tell what happened first, what happened next, and what happened last.

Be sure to include:

- Characters,
- Setting,
- A beginning, a middle, and an end.

Check Your Writing: Narrative Writing

- ☐ Write a story about what you see in the pictures.
- ☐ Include a main idea, characters, and details.
- ☐ Use descriptive words.
- ☐ 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

First the Women is dose rend
and she down a paper on
shack I think is doll bown that
papers Next and the chack pet up
Then chack thaing the shor follow
Mank paper a shop new papers obact
a your a looke all pepole I a
because the chack lafie fonglen
they was boll bown the paper
to a why beause the chack
shack in the faveins. That your salt

Anchor Paper 1

Score point 0

Unintelligible response.

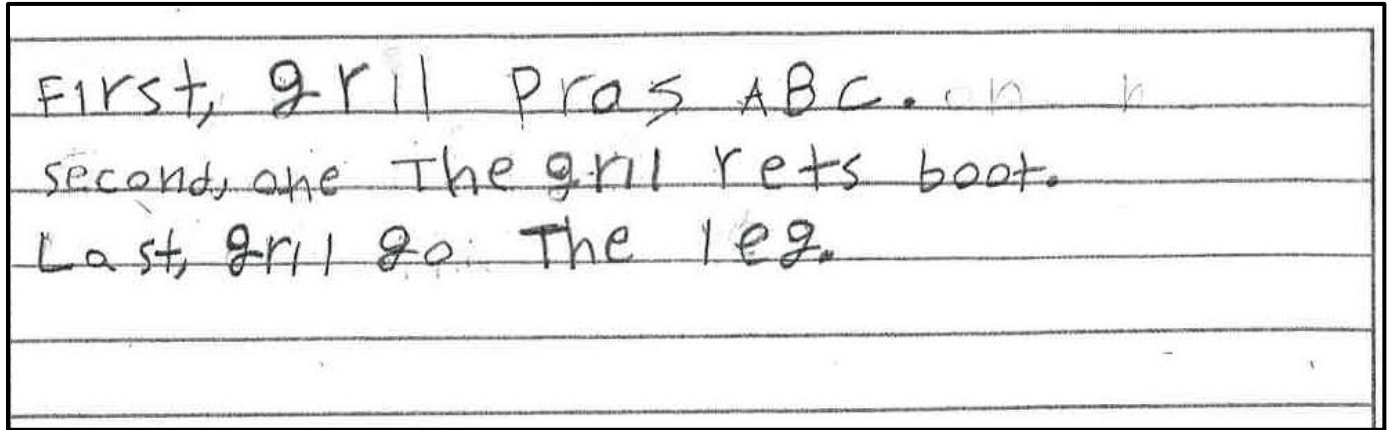
Anchor III-15-0-2

I was reading about you
needed to go in a page
to find the answer and
I you Salove the answer.

Anchor Paper 2
Score point 0

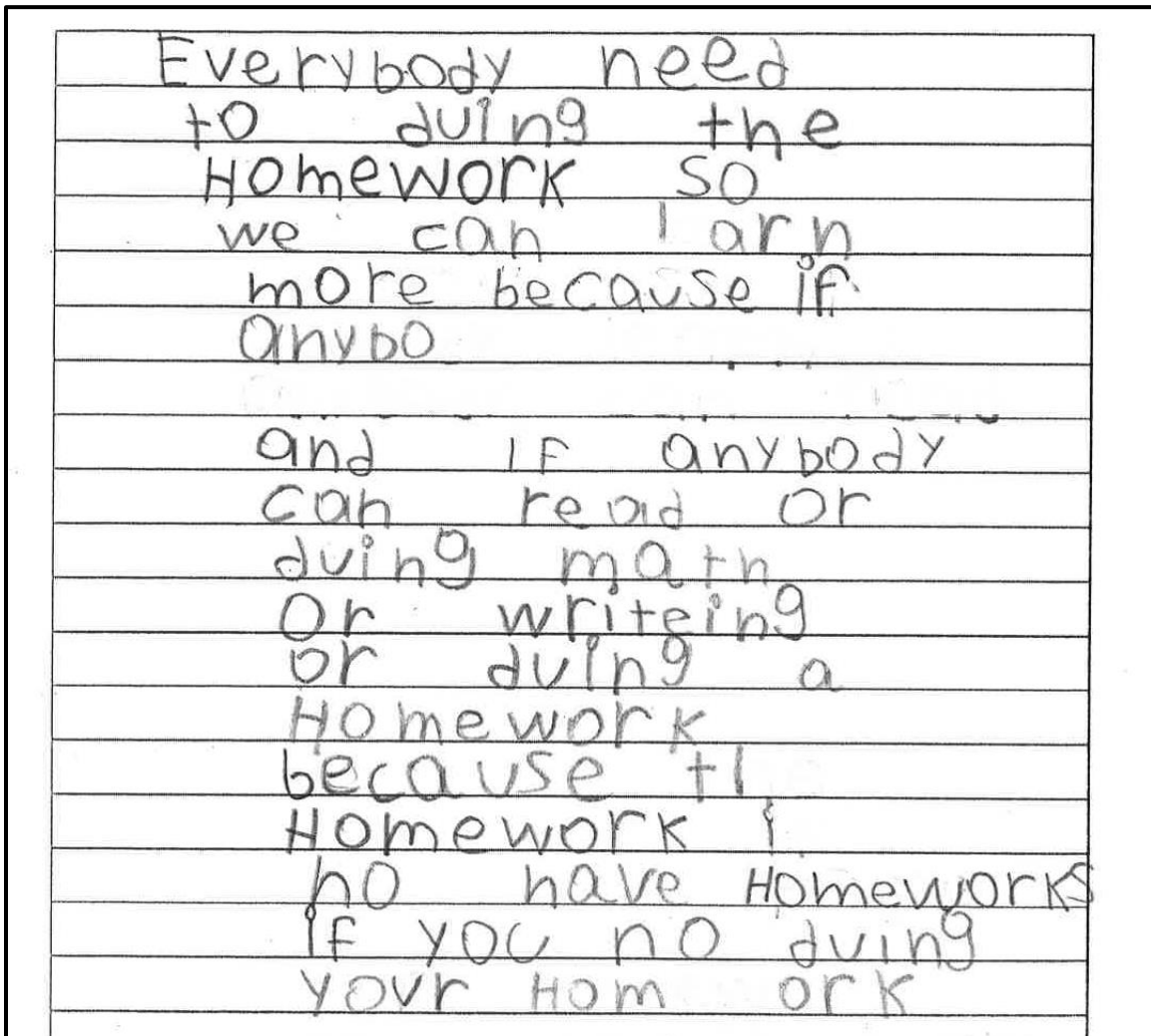
Off topic response.

Anchor III-15-1-3



Anchor Paper 3
Score point 1

Although this response is an attempt to write English sentences that follow a sequence (*First, second, Last*) errors in grammar and spelling impede communication.



Anchor Paper 4
Score point 1

This response consists of the repetition of a few English words and offers no cohesive meaning. There is only initial capitalization, but no punctuation.

Anchor III-15-1-6

Hey class if you can get out a paper
izzz w' ll giv you a per of paper,
I wot you to rid a swesh, Hay clay
yey izzz, Izzz!!! herei bley class hisnit
it, Libr hic a look out Redoit it lunch
hay clay, Yot yot do have for lunch chirst
Pizzza, ting ting ting seey clay,

Anchor Paper 6

Score point 1

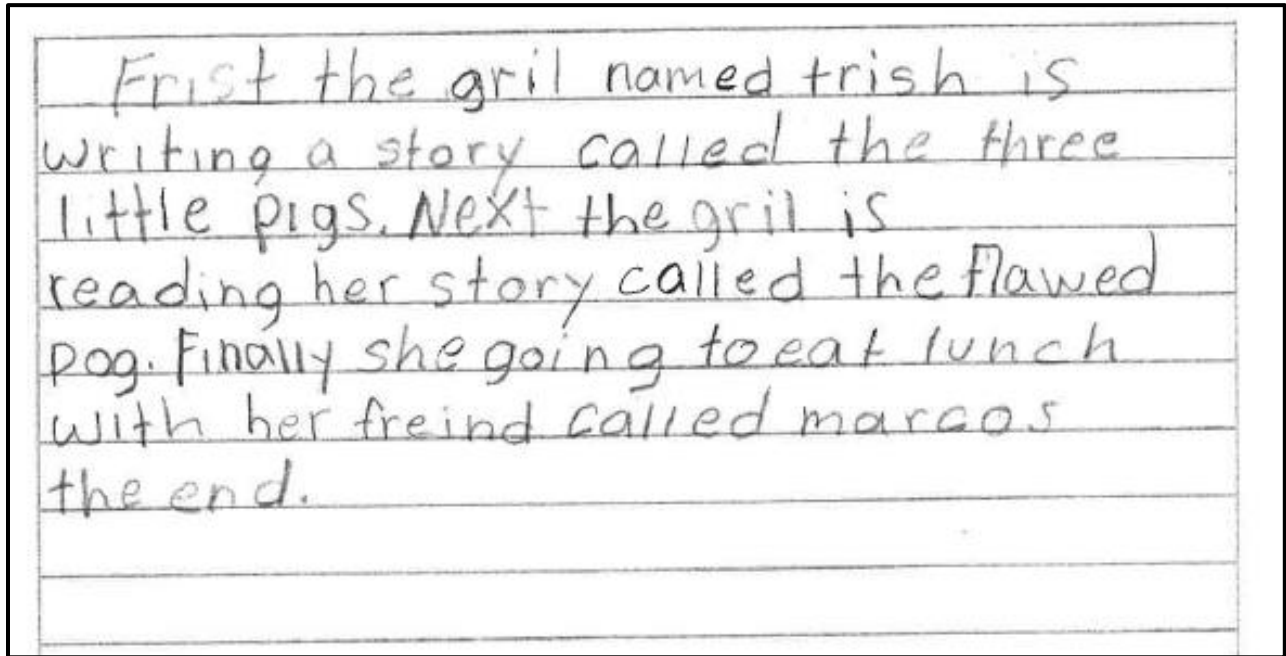
This response contains some English words (*you, can, get paper, look, pizza*) with no cohesiveness. The response is voided of ideas and has multiple spelling and grammar errors that impede the reader's comprehension.

SESSION 3 –WRITING QUESTION 15		Stage III
First, the girl writes a sentence.		
Next, she reads a book a chapter		
book. Last, she has lunch		
with her friend. Then, they		
take.		

Anchor Paper 7

Score point 2

While this response includes ideas that are simplistically stated, it includes transition words and a character (the girl). Spelling errors impede comprehension (*wites* for *writes*; *sectens* for *sentence*; *firend* for *friends*). Capitalization is inconsistent.



Anchor Paper 8
Score point 2

The ideas in this response are simplistically stated. There are some grammar errors (*she going to eat*), spelling errors (*frist, gril, freind*), as well as capitalization errors (*trish, the three little pigs*).

thier is a girl with a
Pin and a Paper I think
she is Drwing, a Pictrue
on the Paper then she got
a Big Book, to Read then
it was Lunch time so
she got her food she
is looking at her friend so
she look's sad and her
friend is eating so her.

friend Packt a lunk
too so they are siteing
to echuthr and her
friend.

Anchor Paper 10

Score point 2

This response includes Ideas that are simplistically stated as well as details that are vague. Errors in spelling impede comprehension (*drwing, pictrue, lunk, echuthr*) and punctuation (periods) appears to have been randomly placed.

Anchor III-15-2-11

First, a girl named LVZ and she wanted to draw her ABCs because she liked her abcs. So she drawed instead of saying it to the class. Next, the read a book called Number the stars and she go to the end of the story.

Then, she had lunch with her friend at lunch and they got to see each other and the boy meets LVZ and she went to read more before lunch.

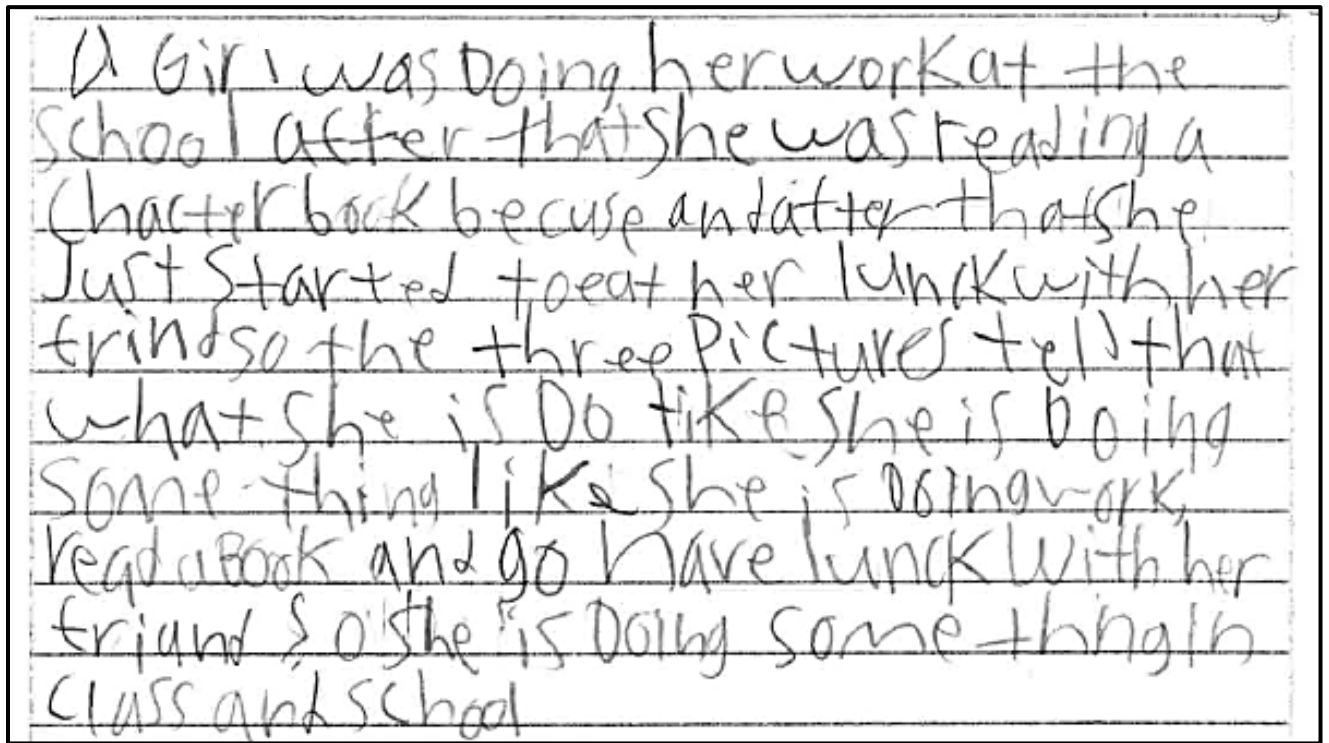
Next, she wanted to read The magic tree house and she wanted 5 books of that book store before she went to lunch. Finally she stops reading. she goes

to lunch with her best friend Omar.

Anchor Paper 11

Score point 3

The ideas in this response are simplistically stated and repeated throughout the story. There are grammar errors in subject-verb agreement (*she go to the end of the story*) and verb conjugation (*she drawed*) and tense shifting from past to present and back. There are several capitalization errors.



A Girl was doing her work at the school after that she was reading a character book because and after that she just started to eat her lunch with her friends so the three pictures tell that what she is doing like she is doing some thing like she is doing work, read a book and go have lunch with her friend so she is doing some thing in class and school

Anchor Paper 12

Score point 3

The response includes some ideas and details with repetitive words and phrases. Organization of ideas is lost as writing progresses. Response is devoid of punctuation and exhibits multiple capitalization errors. Spelling errors (*chacter, becuse, lunck, frind*) and lack of spacing between words confuse the reader.

Not a 2 because the response addresses the prompt and errors do not impede communication.

First, she is in class and
riting something in the paper and
she is lilke riting the letter
a and B in the paper she
might be study to riting her
ltters on the paper for her
teacher.

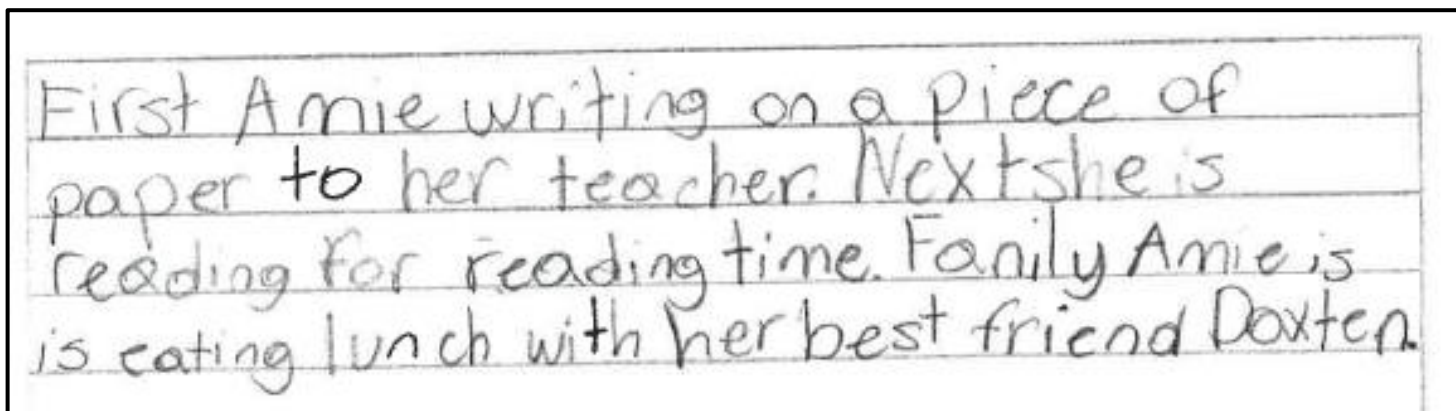
Next, she got rinde to
go get a book for she
could read a book on
her onllar in her hand
that way she is reading on
her desk.

Finally, she got rinde to go
to eat some lunch she sit
next to a boy he is eat
a sandwish the girl is tcolking
to the boy.

Anchor Paper 15**Score point 3**

This response includes characters and setting as well as transition words. Ideas, although simplistically stated are organized.

Not a 4 because it contains frequent spelling errors, some of which impede communication (*rinde=ready*) and there are some grammar errors (*she sit, he is eat*).



Anchor Paper 17

Score point 3

This response contains a main idea, although it is simplistically stated. There are no capitalization or punctuation errors, grammatical errors are minimal.

The response lacks variation in sentence structure.

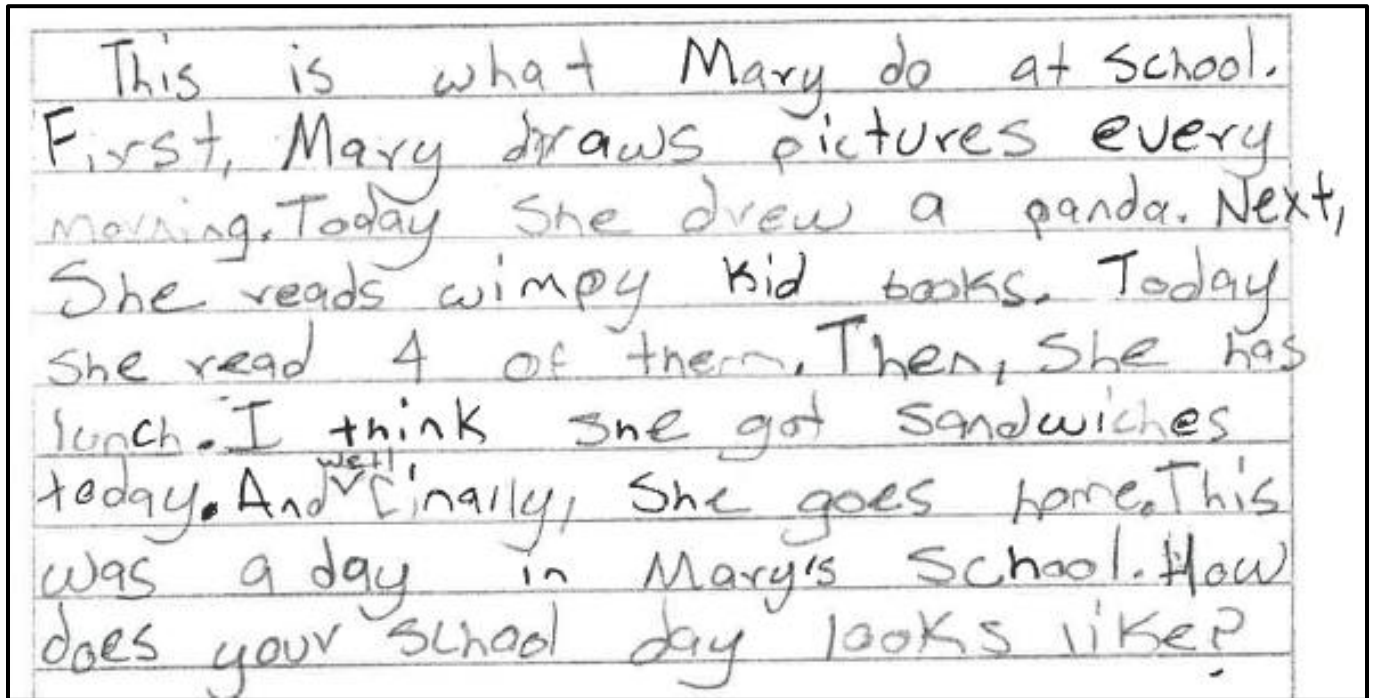
Ashly is writing her ABC's on her paper and then ashly stared to read her book and it was lunch time her teacher called her and said can you pleas go wash your hands She said yes i will and then entered lunch and she had her lunch and just see her frenid eat then she stared to eat. the End

Anchor Paper 18

Score point 3

This response includes a main idea, some details and follows a sequence. The student addresses the prompt and presents characters and setting.

Passage is one long sentence making the organization difficult to follow. The lack of transition words and the use of the conjunction "and" begin to impede comprehension. There are some spelling mistakes that begin to confuse the reader (*stared*, instead of "started").

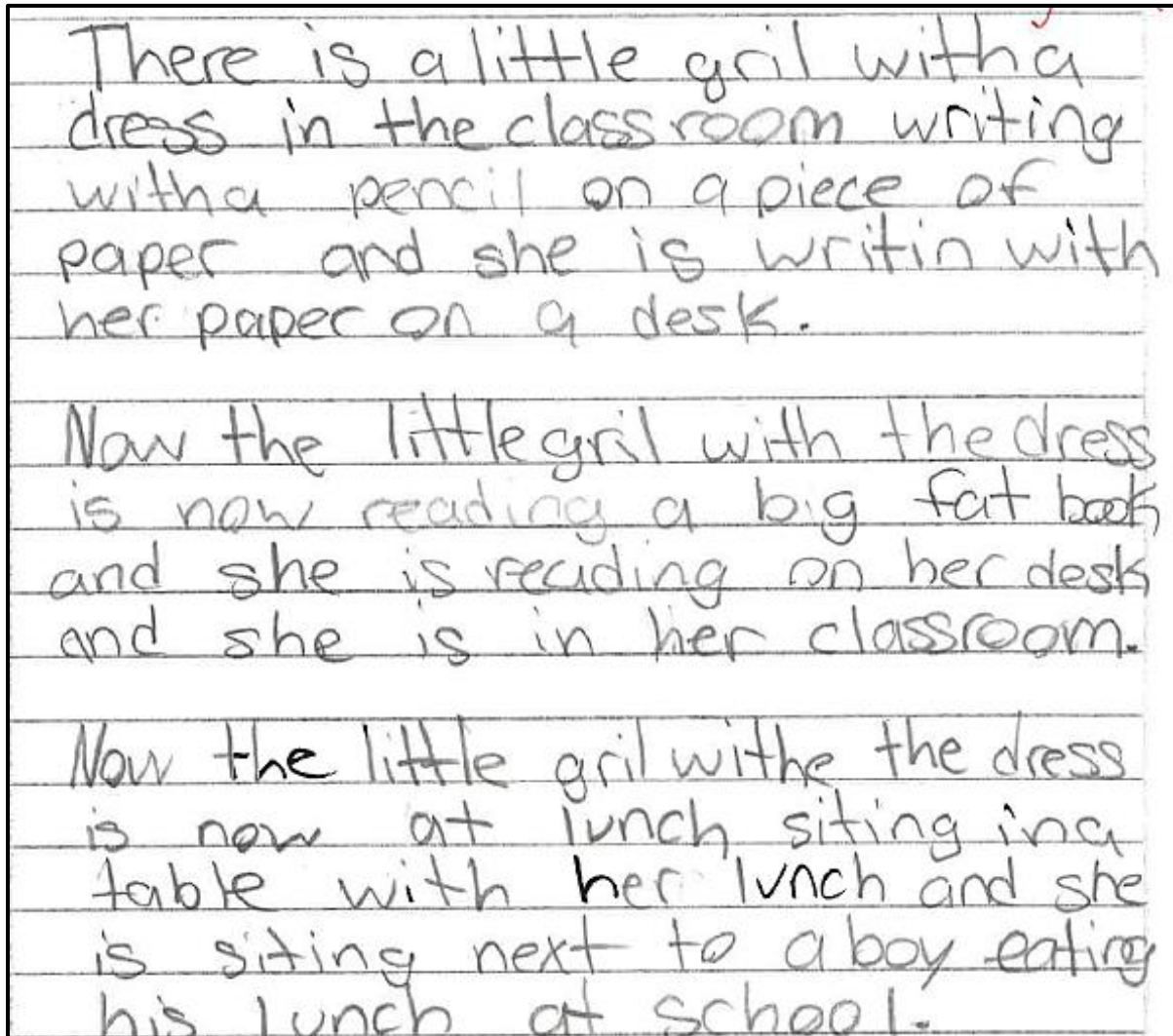


Anchor Paper 19

Score point 3

This response includes a sequence of events with ideas and details that address the prompt.

Not a 4 because there are subject-verb agreement errors (... *what Mary do at school*, *How does your school day looks like?*), as well as capitalization errors (*Next, She read wimpy Kid books.*), and no evidence of academic vocabulary.



Anchor Paper 22

Score point 3

This response addresses the prompt and presents a sequence of events with somewhat simplistic ideas and details. Spelling and grammar errors do not impede comprehension. Although the ideas are organized, there is not significant variation in sentence structure and some of the words and phrases are repeated.

This is what Makala does at school evry single day. First, Makala study's her vocab words by writting them down one by one on a paper. Next, she is going to read a book quietly during reaeling centers. Finally, Makala is having lunch with her friend in the caffeteria at 1:56 pm. Now Makala's day is done and she will go home.

Anchor Paper 23

Score point 4

The ideas in this response are well organized and include details and descriptive words (*Next, she is going to read a book quietly during reading centers.*). Although this response contains some spelling errors, they do not impede comprehension (*evry, study's, caffeteria*).

Not a 5 because the response lacks sophistication.

One afternoon Emily was in the cafeteria sitting down she grabbed a paper and a pencil and she started writting a lovely letter. Then she put her paper and pencil away. Next Emily grabbed a book and started reading then she was in chapter 4. She kept on reading then a few mintes past she finish the book and she put the book away. Last Emily grabbed her lunch and started eating then her friend came he's name was Max and he grabbed her's lunch and he sat down next to Emily. Emily smiled at him and they started eating and talking.

Anchor Paper 24**Score point 4**

In this response the characters and setting are stated and the use of transition words guides the reader. The use of descriptive words adds detail to this narrative text. Spelling errors do not impede comprehension and grammatical errors are minimal.

Not a 5 because the response does not include evidence of academic vocabulary and the writer resorts to repetition of words and phrases (grabbed, started) and therefore lacks the sophistication for a score of 5.