

Anchor Set

AZELLA Sample Test – Stage IV

Writing Item Number 13 – Rubric ID: III-V-II.W.5

Stage IV Writing Sample Test

- 13** On page 3 of your answer document, write a persuasive paragraph stating your opinion about the importance of starting a recycling program at your school.

Be sure to include:

- Your position.
- Evidence to support your position.

Check Your Writing: Persuasive Writing

- ☐ State a position on the issue.
- ☐ Support the position with evidence.
- ☐ Use persuasive 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 #13 and #14

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

That Bragorn was
 waiting for the bus
 to come and he
 was working on a
 paper. And the wind blew
 always. And fan and fan
 be for the school
 get the paper so the paper
 got stuck in a ^{tree} tree.

That the earth
 had plant strips are
 dried. Plant stalks are pressed
 Plant strips are glued
 together. The papyrus plant
 grew in marshy areas. The
 papyrus plant was used to
 make paper.

Anchor Paper 1
 Score point 0

This response is off topic.

Anchor IV-13-1-3

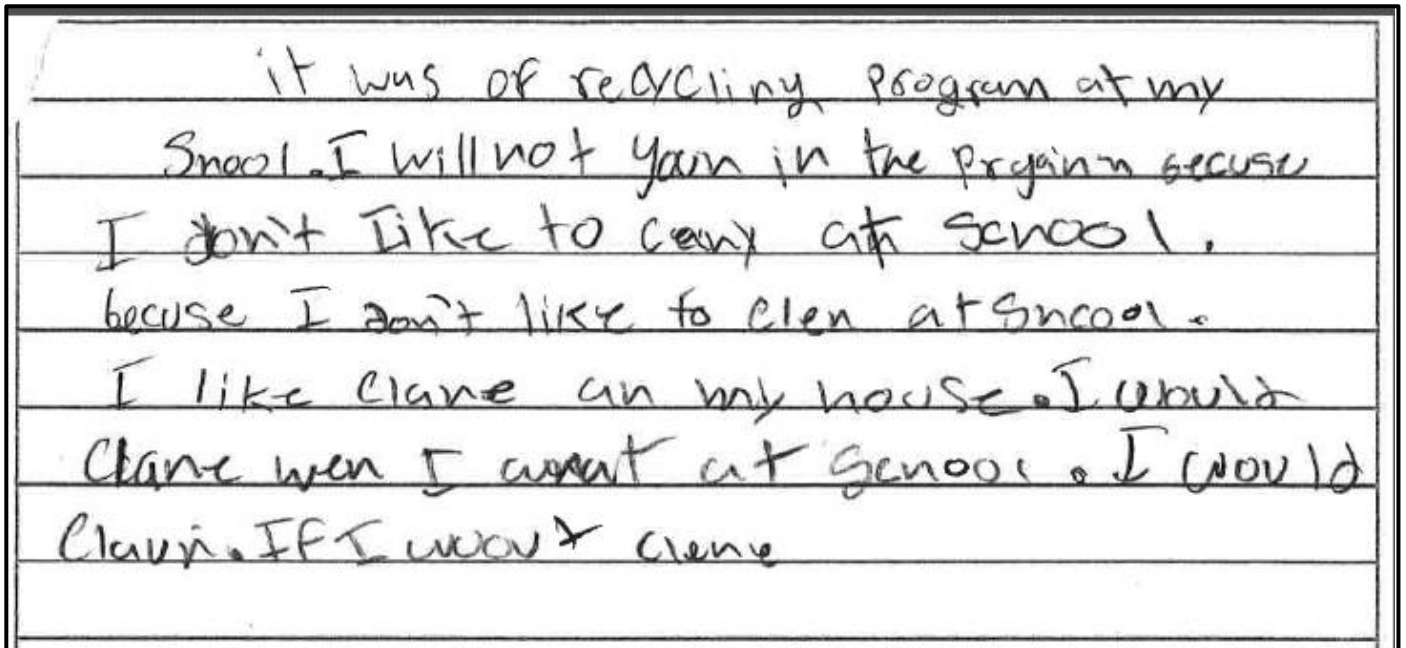
its important because it
some trees are staring to
dead there a lot of trash
in the school is important
to recycle because theres
a lot of trash in the school
its important recycling for are
school of all trees will
dead its important have
trees all and don't throw a
lot of water and leave your
classes clean before you
go home

Anchor Paper 3

Score point 1

In this brief response, the student makes an attempt to reference the topic (*is important to recycle*). There is no main idea; instead the response has several different ideas strung together (*trees are staring to dead . . . theres a lot of trash in the school*) with no evidence of organization. There is no evidence of capitalization or punctuation. Errors in grammar and usage appear throughout.

Not a 2 due to the lack of a main idea and the lack of sentence level control – the response is a long run-on sentence with no capitalization or end punctuation.



Anchor Paper 25
Score point 2

In this brief response, the student makes an attempt to reference the topic (*it was of recycling program at my school*). However, the errors in grammar and usage impede communication (*I like clean [clean] in my house*). Though this response has some evidence of capitalization and punctuation, the number of simple spelling errors and repetitive vocabulary and sentence structure impede the reader's comprehension.

Not a 1 as the response has a discernable main idea (cleaning the school which is confused for recycling) and there is beginning capitalization and punctuation, although they are often incorrect.

It woud be good to start
a recycling program at my
school sow ther woud not
be a mess and sow
we could recyclil bottows.

Anchor Paper 4
Score point 2

Though this response is brief and simplistic, the student addresses the prompt (*It woud be good to start a recycling program*) and attempts a main idea (*sow ther woud not be a mess*). There are no errors in capitalization or punctuation. Spelling errors (*sow we could recyclil bottows [recycle bottles]*) however, impede readability. Sentence structure is simplistic.

Not a 1 as the response has no errors in grammar, capitalization, or punctuation and a main idea is discernible. Not a 3 as the response lacks details and vocabulary is limited.

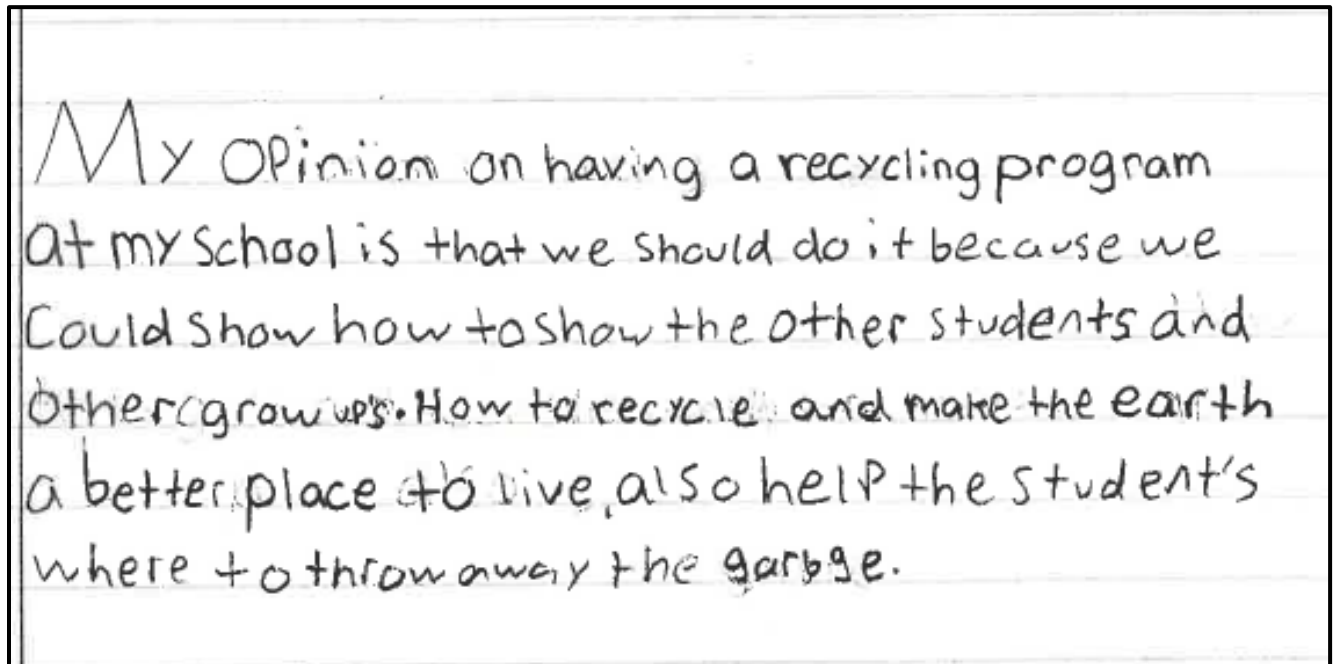
Not a 3 as there is insufficient text to be considered a paragraph or to identify a beginning, middle, and end.

recycling program at school is a good Idea
 because a bunch of people throw trash
 And leave a big mess on the floor
 And they also throw stuff all over the
 place making the school look like trash.
 And they throw papers on floors, in
 classes even off school campus. Maybe
 people that work in schools trying to clean up
 never stays clean, because of people
 not carrying about school property, or out
 of school campus. thats why we
 need recyle bins.

Anchor Paper 5**Score point 2**

The response contains a discernable main idea (*recycling program at school is a good Idea because a bunch of people throw trash And leave a big mess*). There is little control of basic conventions and punctuation errors appear throughout (periods are used incorrectly to create sentence fragments and apostrophes are misplaced or missing). Random capitalization errors are also evident (*Idea . . . Stuff . . .*).

Not a 1 as the response has a main idea and provides a few details within a discernible organizational structure. Not a 3 due to a lack of control over the basics of capitalization and punctuation. This lack of control creates a number of sentence level errors – much of the response is written in sentence fragments.



Anchor Paper 6
Score point 2

The student presents a discernable main idea, as well as a beginning (*My opinion*), though there is no clear ending. The details are tied to the main idea (*to show the other students and other grow ups. How to recycle and make the earth a better place to live*). Cohesiveness is lacking among sentences. Errors in punctuation, spelling, grammar, and usage impede communication and the reader's comprehension.

Not a 1 as the response has a main idea and provides an attempt at organization. Not a 3 as the response lacks transitions and contains enough errors across Standard English conventions to impede the reader's comprehension.

its Terrible That There's a lot of can bottle in
The water and that is killing nature I see in the
canals that there's dead fish cause of bad stuff we
need a recycling can were you can put recycle the
bottles and cans people now know were to put some
material so the canal are clean fishes are safe. news
reporter seen new thing they report that ponds, pools
and canal are clean for people to swim or go
fishing

Anchor Paper 7**Score point 2**

This response provides an implied main idea and includes a number of relevant details. However, the organization is difficult to follow - there is no clear beginning or ending - and the overall control of conventions causes difficulty for the reader as there are errors in capitalization, punctuation (the lack thereof), spelling, and grammar. While this response provides evidence of development, the overall lack of control keeps it at a 2.

Not a 1 as the response provides a number of details and there is an attempt at some sentence variety. Not a 3 as the response has no discernible beginning or ending and has an overall lack of control in Standard English conventions.

Anchor IV-13-3-8

My opinion about starting a recycling program at my school is that is very important to everybody. You can help other people to don't go in the trash and separate all of it again. We can help the Earth by recycling all the things that you don't used any more in your house or classrooms. When you recycle maybe the people who work recycling the paper, can do more things with it. It's important, because you can help the trees, too. If the people still cutting trees, The trees will be extincted. I think that's why we have to start recycling.

Anchor Paper 8
Score point 3

In this response, the main idea is present (*We can help the Earth by recycling all the things that you don't used any more in your house or classrooms*). There is evidence of cohesiveness among the sentences as there is some sequencing or progression of ideas and the response provides a beginning and ending. However, the grammar, punctuation, and sentence formation errors begin to impede communication and comprehension (*You can help other people to don't go in the trash . . . If the people still cutting trees. The trees will be extincted*).

Not a 2 as the response is better organized and detailed than a response at the 2 level. Not a 4 as errors in most areas of Standard English conventions impede communication.

To begin with, I would like to start a recycling program because people throw trash on the floor. I would like to tell the person who threw the trash on the floor to tell him to pick it up and to throw it in the recycling bin and tell him for now on you need to throw plastic, glass, and paper to throw it in the bin.

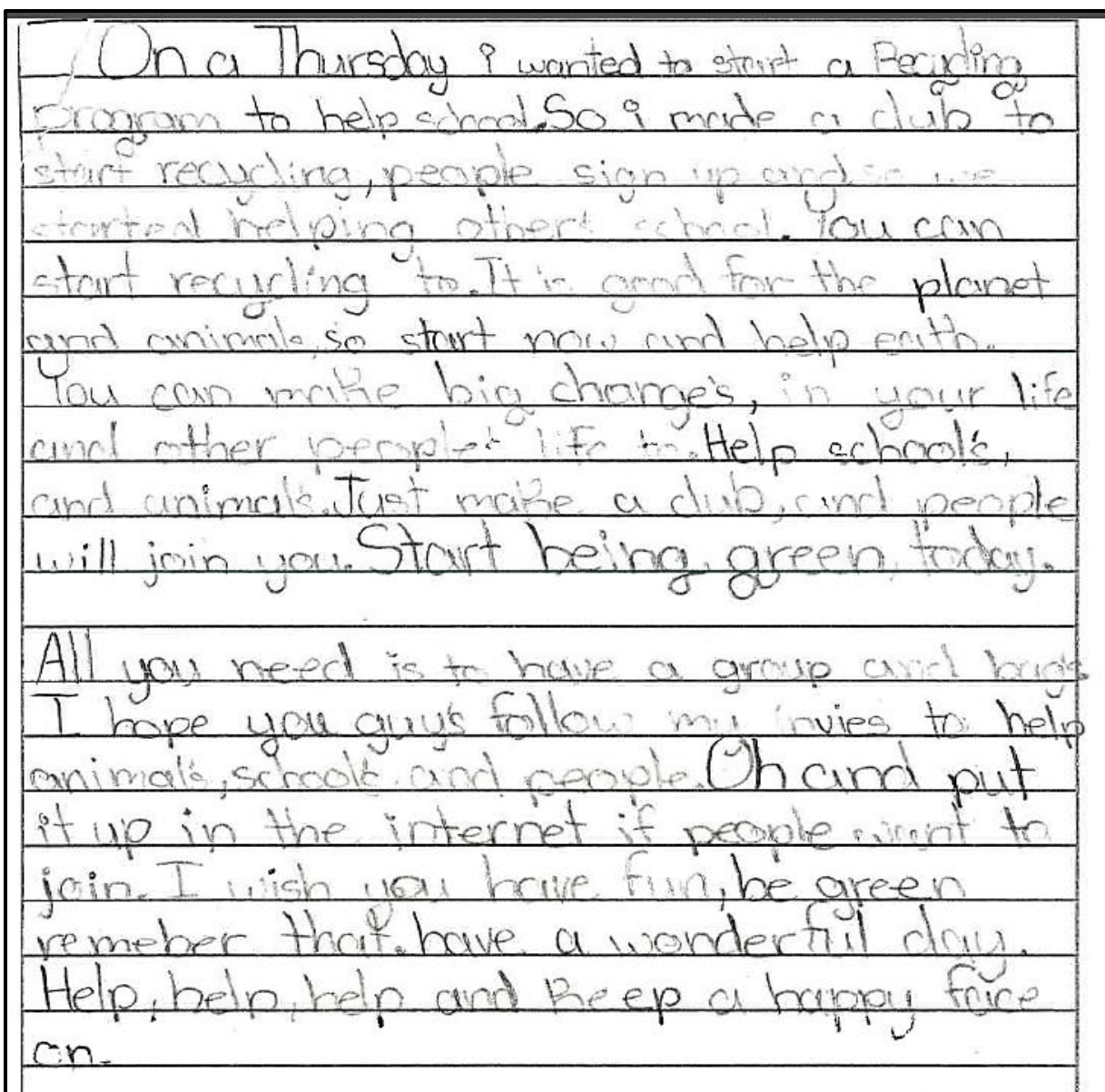
Next, I would like to start a recycling bin program because the people who throw trash on the floor they don't learn a lesson. and the people who don't throw trash on the floor they did learn a lesson from their parents or guardians that takes care of you.

Anchor Paper 9

Score point 3

The student presents an opening statement and an ending (*To begin with . . . their parents or guardians that takes care of you*), but the ideas presented are insufficiently developed – especially within the second paragraph. There is a hint of sentence variation. While the control of standard English conventions is stronger in this response, vocabulary is limited and repetitive (*Throw trash on the floor . . . threw trash on the floor . . . who throws trash on the floor . . . who don't throw trash on the floor*).

Not a 2 as the response provides some organization, transitions, and development. Not a 4 as the response is repetitive and the development is insufficient to achieve the 4 level.



Anchor Paper 10

Score point 3

The student presents a main idea and includes several simple, general details (*So i made a club to start recycling, people sign up and so we started . . . It is good for the planet and animals, so start now and help earth*). There is a sense of organization with a beginning (*On a Thursday*), ending (*Have a wonderful day. Help, help, help and keep a happy face on*) and simple transitions. Although the writing contains sentence variation, the response also includes simple run-ons. There are also capitalization errors (*Reading, i*), and end punctuation and apostrophes (*change's, school's*) are sometimes misused.

Not a 2 as the response provides details and has some organization. Not a 4 as the variety of errors across conventions begins to confuse the reader.

Dear Principal,

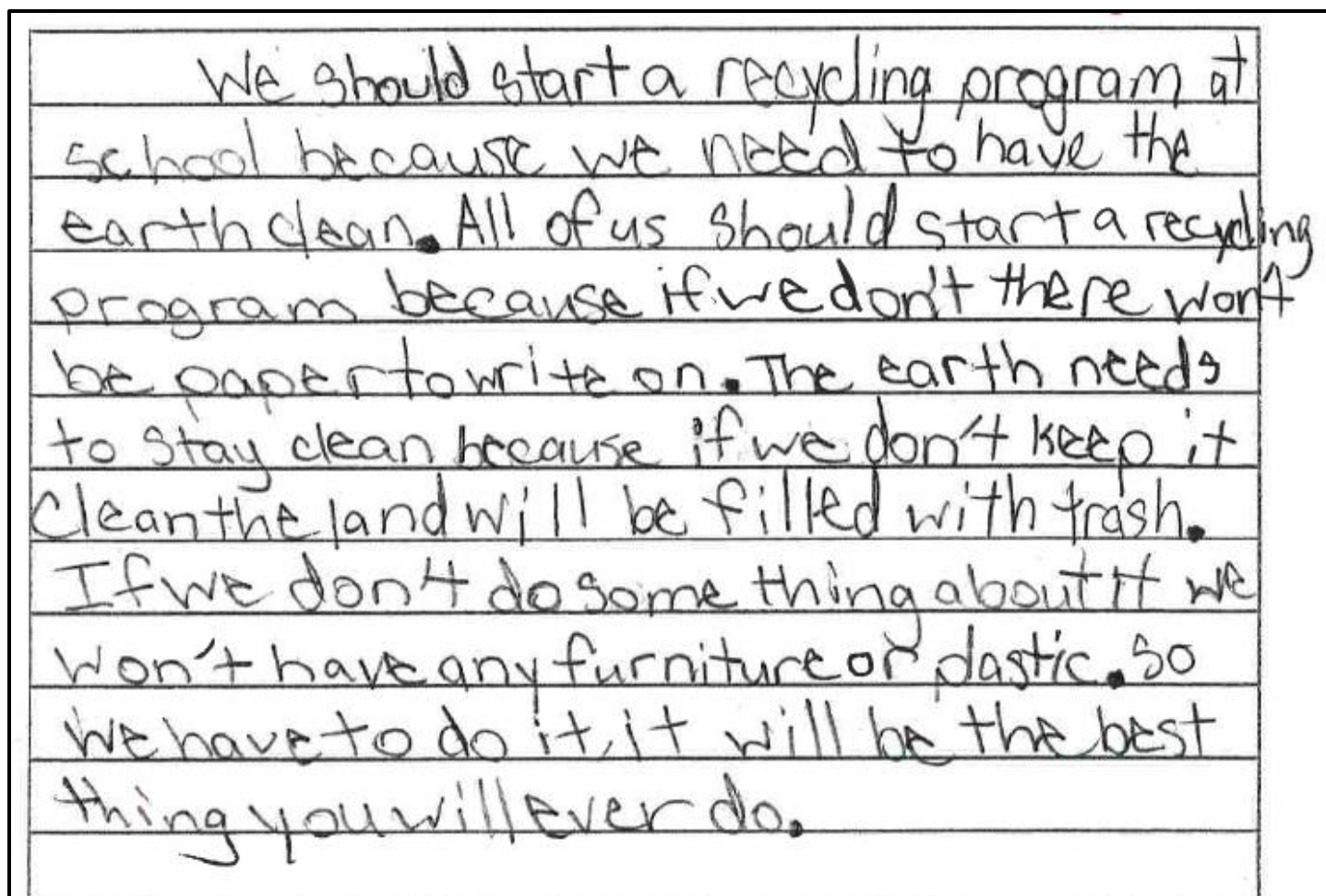
I want to tell you that we should start a recycling program for our school. it would be wonderful recycling so we could keep it very nice and clean. It's important recycling so we could keep the world nice too and animals won't get sick because of the trash we throw on the ground. The whole school could clean around the school and we could go to a field trip to a desert and clean so animals won't get sick.

Anchor Paper 11

Score point 4

In this response, a main idea is evident (*we should start a recycling program for our school*) and development is present (*It's important recycling so we could keep the world nice too and animals won't get sick because of the trash we throw on the ground . . . we could go to a field trip to a desert and clean*). A persuasive argument is organized and logically presented. The occasional minor error in conventions does not interfere with the flow of ideas. Though the student does not provide a clear ending, there is a clear beginning and the remainder of the response is strong enough to keep it at the 4 level.

Not a 3 as a main idea is evident and development is present. Writing includes minimal errors in standard English conventions that do not impede communication of the text. Not a 5 as the response lacks some specificity and there is a lack of academic language.

**Anchor Paper 12****Score point 4**

In this response, a main idea is evident (*We should start a recycling program at school because we need to have the earth clean*) and development is present (*All of us should start a recycling program . . . if we don't there won't be paper to write on . . . if we don't keep it clean the land will be filled with trash*). A persuasive argument is organized and logically presented. The occasional omitted punctuation does not interfere with the flow of ideas. The student provides a clear beginning and nice ending (*So we have to do it, it will be the best thing you will ever do*).

Not a 3 as a main idea is evident and development is present. Writing includes minimal errors in Standard English conventions that do not impede communication of the text. Not a 5 as the response lacks some specificity and there is a lack of academic language.