

Anchor Set

AZELLA Sample Test – Stage IV

Writing Item Number 14 – Rubric ID: III-V-II.W.5

14 Think about raising money by hosting a car wash. On page 4 of your answer document, write a formal letter to the principal about holding a car wash to raise funds for a school dance. The funds will pay for the music, food, and decorations.

Be sure to include:

- Today's date.
- The address as Dr. Oliver at William Tell High School, 1500 Jefferson, Peoria, Arizona 85000.

Check Your Writing: Informational Letter Writing

- Write a letter that presents information and recommendations.
- Use correct letter format.
- Include details to inform the reader.
- 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

is about items
First the girl is I think read her
Book. and the check it's next a paper after
the to she has a picture then chuck
is liked on about your document. and
will organize use write time for 3 mail
paragraph 4. and to that 14 and is think
about items 143 responses 3 How
Many in all 49 big write follow. I
all around you have to up
some a mail she book on his a
5 how there did not what other
best to up an do a because
answer some best

Anchor Paper 1
Score point 0

This response is off topic.

Anchor IV-14-1-2

If	we	raise	enaf
many	the	Danes	it will
cover	evethe	we	will
charg	10.00\$	to	wash a
car	if we	was	4 w/ex
we	will	have	30\$ fo
the	DANC	50.00\$	MUSIC.
50.00\$	108.00	decoration.	

Anchor Paper 2
Score point 1

We can only guess at the most of the words. No main idea present. Errors in grammar and usage impede communication. No consistent evidence of capitalization and punctuation. Organization is non-existent. (If we raise enaf many the Danes it will cover evethe. we wil charg ? to wash a car if we was 4 ? we will have ? fo the danc ? music. 50.00\$ foo. 108.00 decoration)

its important to raise a
dance party so they can have
money to pay decorations, food,
and music for all students but
first you need to raise a car
wash so all students can
have fun in the dance party
and tell the principal about
holding a car wash and
make hostings and think about
raising the car wash and buy
all materials that they need

Anchor Paper 3
Score point 2

The entire response is written without capitalization or punctuation. Much of the vocabulary was copied from the prompt, however, words taken from prompt (raise, host), are not used correctly. This is evidence of some connection to the prompt.

Not a 1 because there is a main idea (it is important to raise money for the dance).

Anchor IV-14-2-4

To begin with, I would like to have a raise money of a car wash for a school dance party because we love to dance at school. So, that's why we picked the dance at school on the 15th of January at Creighton school \$3005.

Anchor Paper 4
Score point 2

Writing is difficult to read (no space between words). The spelling is acceptable. Sentence construction includes grammar errors (*I would like to have a raise money of a car wash...*). The writing shows a connection to the prompt. Details are provided but not based on the requirements of the prompt. Beginning capitalization and end punctuation for the two sentences that are provided is correct. Contraction (that's) uses correct apostrophe. Spelling is acceptable and the inclusion of an address and date shows an attempt at letter format.

Not a 1 since there is a main idea.

Anchor IV-14-2-5

Fri. Feb. 20, 1905

Hello! Mr principal I have a great idea bout I need to told you first. My idea is if we rasing money for make ours party. The money we rasing is going to pay the food, music and decorations. I think is a good idea. the school is not going to pay for nothing only if we can do the party in the GYM let me know if you want to do the party in the GYM. Thank you For you time.

my address is Ave 15th W we
#1 my sip-cote is 85000.

Thank you.
From: _____

Anchor Paper 5
Score point 2

An attempt is made to use letter formatting. While organization follows a logical order, ideas are vague. Errors in grammar and usage impede communication (First. My idea is if we rasing money for make ours party.). Beginning capitalization and end punctuation are often incorrect.

Not a 3 because there is no control over standard English conventions.

Dear Principal

I want to make a car wash to raise funds for a school dance. I want the car wash to be in Dr. Oliver at William Tell High School, 1500 Jefferson, Pizarra, Arizona 85000. The funds will pay for the music, food, and decoration. We could take turns like washing selling stuff to our quest while their car get washed, once where done we could have a dance party.

Your Student

1/12/15,

Anchor Paper 6
Score point 2

An attempt is made to use letter formatting. Multiple errors in grammar and usage impede communication. Multiple capitalization errors are evident. Response relates to the prompt (a car wash... a school dance. The funds will pay for the music, food, and decoration.) Contains one original sentence with ideas/recommendations "We could take turns like washing selling stuff to our quest while their car get washed, once where done we could have a dance party" Spelling errors impede communication.

Dear principal, if we do a car wash
 Can we do a School dance. The funds
 will be payed for the music, food, and
 decorations. Can it be on Thursday January
 8, 2015. the address is at Dr. Oliver at William
 Tell high School, 1500 Jefferson, Peoria, Arizona
 85005. All the money that we get will be
 for anything. We want to do a dance
 so that the school can have some fun
 at least once or twice a year. Can the
 school dance start at 6:00 and end at
 7:00.
 to the principal
 Thank you

Anchor Paper 7
Score point 3

This response contains a main idea, but errors in punctuation and capitalization begin to impede reader's comprehension. Question marks are not used where needed. An attempt is made to use letter formatting. Errors in grammar and usage begin to confuse the reader (The funds will be payed for the music, food, and decorations.) Spelling is acceptable, but vocabulary is limited.

Anchor IV-14-3-8

Dear PRINCIPAL, I want to do
a car wash at JANUARY 11, 2015 BECAUSE
I WANT A SCHOOL DANCE PARTY
at the gym. We will add SOAP,
SPONGE, and WATER. It would cost
20\$ for a car wash. It would
look really clean and shiny. PEOPLE
would come to OUR SCHOOL
for a car wash. What
would you do for a car wash?

Anchor Paper 8
Score point 3

An unsuccessful attempt is made at using letter formatting. There is a main idea, but ideas are not logically organized (We will add soap, sponge, and water.) and are simplistically stated (it would look really clean and shiny.) Spelling is accurate but vocabulary is limited using repetitive vocabulary (It would, people would, what would...). There is some use of sentence variation by using a question.

Not a 2 because punctuation does not impede comprehension.

Not a 4 because of a lack of academic vocabulary and an organization that incorporates transitional words that guide the reader through the text.

Anchor IV-14-3-9

Dear, Principal	1/2/15
I have been thinking to raise money for the school dance. You could trust me because i will start a car wash. I am going to start a group to wash cars to raise money for the school dance. My future group will bring was big suPPIes and i also will to. When it's sat or sunday my ^{team} will start cleaning cars and save money for the music, food and decorations.	
Your Student,	

Anchor Paper 9
Score point 3

Although an address is not used, and errors are evident, letter formatting is attempted. Capitalization errors are evident (i) (sunday). End punctuation is accurate, but internal punctuation is not (Dear, Principal) (I'am). Main idea is evident and details are provided. Errors in grammar and usage begin to confuse the reader (*My future group will bring was big suPPIes and I also will to.*) An attempt is made at sentence variation but not always successfully. (*You could trust me because... When it's sat or sunday my team will start cleaning...*)

Anchor IV-14-3-10

Friday February 20th, 2019
Dr. Olivier
Will Tell High School
1500 Jefferson, Peoria, Arizona 85600.

Dear: Principal

I think about raising money by hosting car wash is that if we want to raise money so all the workers who work there need to help us. And if all help the easier we do it. But if some people want to do it and some people don't so that'll be a big problem. We all the people to help us raise money. And if we all help, the school will have a dance for the kids to go there and have fun with their friends. In my opinion I think the more people help the easier we finish.

Sincerely

Anchor Paper 10
Score point 3

Formal letter formatting is used. Writing appears to be stream of consciousness with run-on sentences that evidence capitalization and punctuation errors. Errors in grammar and usage confuse the reader.

Not a 2 because details are relevant, there are a topic sentence and a conclusion, and spelling is accurate.

Anchor IV-14-3-25

2/13/2015, William Tell
High School, 1500 Jefferson
Peoria, AZ 85600.

Dear Principal:

You know that we are going to have a
dance next Friday, and we need funds for
the music, food, and decorations. IF we
do a car wash, the students can have
fun and we will be collecting money
for the dance.

If you like this way to do funds
please talk to _____ Thank
you for your time

Anchor Paper 11
Score point 3

Formal letter formatting is used. Ideas are clearly stated. Although most sentences use simple structure, there is some attempt a sentence variation. There are few spelling errors that do not confuse the reader or impede comprehension.

Not a 4 because the limited vocabulary is taken from the prompt and not used correctly. Control of standard English conventions is not consistent (If you like this way to do funds please talck to ____.)

Dear, Principal

I think we should make a car wash to raise funds for a school dance. If we raise enough money we could to the dance and pay for the music, food and some decorations. We could also encourage the students to help with the car wash. It is a good way of helping the school. It is also a good way to get the school all together.

The whole school will help in the car wash. They will also have fun and enjoy the car wash.

Your friend
a student,

Anchor Paper 13
Score point 4

A main idea and details are presented appropriately. An attempt to use academic vocabulary “We could also encourage...” Minimal errors in grammar and usage do not impede communication. Infrequent errors in capitalization and punctuation. The attempt at conclusion restates the student’s position without repeating it. The addition of “some” in front of decorations and the use “enough money” instead of “funds” are evidence that sentences are original and not directly taken from the prompt.

Not a 5 because although organization is logical, transition words are used infrequently (“also” used 3 times), descriptive words are not evident and the presence of errors in internal punctuation (Dear, Principal) (a student,).