

Anchor Set

AZELLA Sample Test – Stage V

Writing Item Number 21

- 21** On page 4 of your answer document, write a persuasive paragraph in which you take a position on what needs to be changed to improve your school.

Be sure to:

- State your position.
- Give reasons 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 #20 and #21

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:

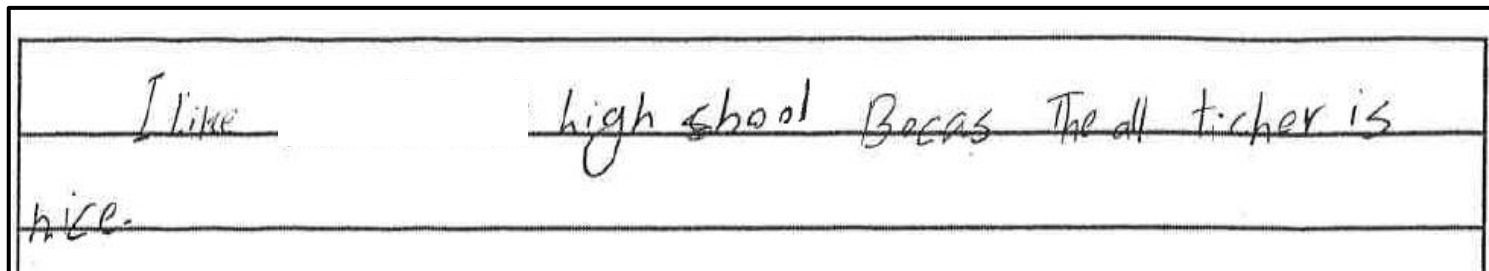
- Absence of ideas; if appropriate, characters and/or setting not identified, although a name may be mentioned.
- Errors in grammar (including syntax) and usage that impede communication.
- No consistent evidence of capitalization and punctuation.
- Spelling errors that impede the reader's comprehension.
- 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
- Language other than English
- Off-topic response
- Restatement or copying of the prompt
- Illegible or unintelligible response
- Evidence of teacher interference or student cheating

Currently, this Anchor Set does not include any
score point 0 papers.

Anchor V-21-1-26



Annotation

Anchor Paper 26

Score point 1

This response consists of one compound sentence that contains errors in subject-verb agreement (*The all ticher is nice*), capitalization, and spelling. Although there is some connection to the prompt, the response does not clearly address it.

Anchor V-21-2-1

This is for why, I needs to be changed to improve my school. The students don't like to eat the same food everyday. Some one like to eat hamburger every day but some one don't like to eat hamburger everyday. I think to changed the pizza for different food like Steak with french Pries or chicken with frenchfries. Some people think what needs to be change the color for the school. The girls like he school blue but some one don't like this color. The students like whit school but, I think some students don't like they think why don't changed. I think every student like T-shirt with a picture but the princepal don't like fo why, her think because it is bad for the school. The boys like to wearing hat in the class, but I think that it is bad for the school but the teacher said poring on the floor that is very nice for the teacher. The girls and the boys like to wearing pant different pant. This I think for why needs to be changed to improve my school.

Para 4

Anchor V-21-2-1

Annotation

Anchor Paper 1

Score point 2

[This is for why, I needs to be...]

Although there is an implied main idea (the food and uniforms need to be changed), the sentence structure and subject-verb agreement and spelling errors of this response confuse the reader and begin to impede meaning. (*The princepal don't like to why, her think because it is bad for the school. [The principal doesn't like it because she thinks it is bad for the school.])*). The ideas in this response are vague and simplistic and details sometime unrelated.

Not a 1 because in spite of the high frequency of phonetic spelling, ideas are somewhat comprehensible, but not clear. There are capitalization and punctuation errors, but both are present.

Anchor V-21-2-2

There are things we need to them in my school the different anywhere school. First, I like my school because I have friend the different Country. I like the school because I have nice teacher in my class. I have beautiful friendly in my school I talk with friendly every day. Second, I don't like the law in my school because I need change the law in school. I need the change my class because it's small and I don't like white color. I don't like the Cafeteria because it's small the student's they can't stay very student's in the Cafeteria. Last, I like go to the school every day. I go to the school I need learn and speak English because in the future I dream the doctor. When I go to the school I can't playing every thing soccer, tennis and basketball anything. For there are my school wonderful I like the school I go the school I enjoyable and learn a lot.

Anchor V-21-2-2

Annotation

Anchor Paper 2

Score point 2

[There are thing we need to them...]

This response attempts to present organized ideas by using transition words. Capitalization and punctuation are good. However, the response uses repetitive vocabulary (*like, because*) and exhibits errors in grammar and usage (*I need learn and speak English because in the future I dremees the docter. [I need to learn and speak English because I dream of being a doctor in the future.]*).

Not a 3 because of spelling (*every think* for *everything*; *basatiball* for *baseball*) vocabulary (*the law* for *the rules*) and usage errors (*friendly* for *friend*; *very* for *many*). The ideas in this response are simplistic and the details are not always related.

Anchor V-21-2-3

I need to be changed to improve my school is stuck your homework. Read a book and learn. You have to understand English when you didn't understand people will make fun of you. As you can see is that in United States is a good school but the kid what to do what time set. He active or a change to improve to school. The student must be a good school what they didn't the school will be bad. I want to go to college but first thing you have to do is to be a good person to pass it. I will to be change but when they are bad. I will be happy all the time. First example, if that make a better school is tell the students that I will make. In U.S.A you can change the school but in my country you can't change your school because they only have a one school. We have one bathroom in the state they have more than one bathroom. My tell me that you go to change your school I say no because I can walk. School in the basic way to speak English. For me I didn't want to change to improve my school because I used to like my school only not more school. My basic way is to go to school have a good job.

Page 4

Anchor V-21-2-3

Annotation

Anchor Paper 3

Score point 2

[I need to be changed to improve my school...]

This response contains multiple attempts to write English sentences and exhibits consistent capitalization and punctuation. There is an implied main idea (*ELLs need to work hard and pass the “test” to be able to go to college and be successful in the US. The school also needs to improve some things*).

Not a 3 because the multiple grammar and usage errors (*I want to go to collage but first thing you have to do is to be a good great to pass ELL. [I want to go to college, but the first thing I need to do is get a good grade to pass ELL.]*) demonstrate a lack control over writing conventions. Spelling errors impede communication and hinder readability.

Anchor V-21-3-4

My school is nice, but it needs to improve some places in it. My school needs to make the cafeteria bigger. The cafeteria is the most important need it place for the students. Students love sitting in the cafeteria with their friends, but if there is no space to sit there. What has to happen? it must be bigger. My school also should make PE locker rooms and the lockers bigger. Students in PE need their space to change their clothes, so they can be comfortable when they dress. lockers must be bigger so students can fit all their clothes, and their backpacks. My school also must give clubs and teams a special room. Clubs and teams need their own room to meet; they will feel more comfortable in their own room rather than using a teacher's class room. For all that it is the best for my school to make changes to improve.

Anchor V-21-3-4

Annotation

Anchor Paper 4 Score point 3

[My school is nice, but it needs to improve...]

This response includes a main idea (*My school is nice, but it needs to improve some places in it.*) and the use of transition words that guide the reader. The response also incorporates the use of persuasive words (*needs, must, should*) and provides examples and details.

Not a 4 since spelling errors (*cafitearea, needit, siting, thier, chang, comfirtabl, clups*) do not only begin to confuse the reader, but are also very frequent. This response lacks transition words to guide the reader. Additionally, there is no evidence of academic vocabulary.

Anchor V-21-3-5

What needs to be changed to improve my school.

The bathroom need to changed to improve my school. The bathrooms need to be big because at luch there is not space to go in there and the people can't do their things there. The bathrooms need to have more toilets because when a student is using one might another needs the toilet. The rulers need to be changed to improve my school. The school must have a uniform for the students because when a student is wearing a normal clothes maybe his clothes has inappropriate words on that clothes. Another ruler that must be changed at my school to improve it. The cell phones must be in their homes because the students can't pay attention in class. The cell phones can't be on the campus if a cell phones is taked never can go back to his person. That is my persucive paragraph to improve my school.

Anchor V-21-3-5

Annotation

Anchor Paper 5
Score point 3

[What needs to be changed to improve...]

This response presents ideas and details that address the prompt, although they are somewhat simplistically stated. Capitalization and punctuation are consistent.

Not a 4 because the errors in grammar and usage start to confuse the reader (*The bathroom need to change to improve my school. ...when a student is using one might another needs the toilet.*) and spelling errors impede comprehension.

Anchor V-21-3-6

What needs to be changed to improve your school?

To start with, there are many reasons that need to be changed in Cortez. First the dresscode which you can't wear a shirt with words or a picture. I think that as long as the shirt doesn't have words such as bad things then it goes to the pictures. Another thing is that behavior when students don't listen to their teachers which get them trouble. In my opinion if the students don't listen to their teachers they should stay after school. That will make them learn their lessons. There are many ways to improve good ideas for school. I only have two reasons to explain how I think it's great to improve this two step about the dresscode and behavior. Finally there are many things to be changed to improve your school.

Anchor V-21-3-6

Annotation

Anchor Paper 6

Score point 3

[What needs to be changed to improve...]

This response contains a main idea (*They are many ways to improve good ideas for school.*) and some details. There are transition words and other phrases that attempt to guide the reader (*To start with, First, In my opinion, Finally, as long as*). It is difficult to follow the organization of this response due to errors in grammar that begin to confuse the reader, as well as frequent errors in spelling that impede reader's comprehension. (*I only have two reasons to explain how I think it's great to improve this two step about the dresscode and behavior.*)

Not a 2 since ideas are not vague and errors in grammar do not impede communication.

Anchor V-21-3-7

My school should make some change to make the school better. First of all, they have to give a P.E. class every year to all the students. For example, giving a P.E. class to students every year and this is a good idea. The school must give activity class to students that's they have some fun at the school and not boring. The school should start at 7:00 am. every day and finish at 1:00 P.M. the class must be at least 40 minutes. If the school start at 7:00 am, the students have a chance to find a job after school and work and if the school finish at 1:00 P.M. they can have some activity with their family or with friends. Last of all, my school should not give an F to the students. When the school give an F to the students that's not a good idea the make the students feel bad about themselves and the should not give them a hard test. The school should not give a bad grade to the students that's are from new country or the students who don't speak English. For some reason, my school should make some changes at the school to get better.

Anchor V-21-3-7

Annotation

Anchor Paper 7

Score point 3

[My school should make some change...]

There is a main idea stated in this response (*My school should make some change to make the school better.*) and it provides examples and details. This response contains multiple errors in sentence structure (*The school must give activity class to students thats they have sone fun at the school and not boring.*), subject-verb agreement (*when the school give an F to the students*) as well as capitalization and punctuation errors.

Anchor V-21-4-8

My school must build a new cafeteria. To be the best school in the district, having some of the best student of the state is being the number one in many sports is not enough if we do not have a better cafeteria that could be at the same level that the school is right now. They must build a new cafeteria if they want our school to be the best one in many ways. They should destroy the old one because it's old and the walls look like they may fall down any time, the ceiling is very dirty and it has holes everywhere. It is risky for the students. Our school should not have a cafeteria like that. Also the floor is too dirty that the workers try to clean it every day but it keeps looking dirty and bad like they have never cleaned it. People that come to school for any meeting always leave thinking that we have the worst school just because it looks bad. To add to that the cafeteria should be the best place in the school.

Anchor V-21-4-8

Annotation

Anchor Paper 8
Score point 4

[My school must build a new cafeteria.]

This response addressed the prompt and supports the main idea with some supporting evidence. Additionally, it includes the use of persuasive words and an appropriate use of spelling and punctuation. There is an attempt to use academic vocabulary and phrases (*risky, To add to that...*)

Not a 5 since there is repetitive vocabulary and no closing sentence.

Anchor V-21-4-9

Greenway High School need to improve about the activities, education or community. To begin with, the Greenway High School must a change for the education. For example, open more classes about ~~ten~~ others languages to help students understand and know more about new cultures. Including that students should give their school opinions for what class they will take and the classes ~~the~~ school must create. Otherwise, Greenway High School must open more areas for classes and activities. For example, they had better open the area of the cafeteria because there are not enough ~~play~~ place to eat for lunch. Many students have to sit in the ground. Students who are hungry have to get line and wait for 15 minutes until the can eat. School must change things to improve their position.

Anchor V-21-4-9

Annotation

Anchor Paper 9

Score point 4

[... High School need to improve about the activities...]

This response includes a main idea as well as relevant reason and examples to support it. There is a variety of sentence structures that include modal auxiliaries (*must, had better, should*), use of transition and descriptive words. Errors in spelling, capitalization and punctuation are minimal.

Not a 5 because of multiple grammar usage errors (*... High School need to improve about...; the ... High School must a change for...; there are not enough place to eat for lunch...; students...have to get line*).

Anchor V-21-4-25

High School needs to improve in some aspects, for example the school hours should change and the students should have a longer lunch break. The school should start at 8:00 AM and end at 3pm, in this form students are not sleeping in class in the morning and can concentrate more in class. Another thing High school should do is increase the lunch time, teenagers need to have more time to eat and socialise with others teenagers. In this form students will not be sleeping in class. In conclusion, starting school late and having more lunch time are the best ideas to improve our school.

Anchor V-21-4-25

Annotation

Anchor Paper 25

Score point 4

[... High School needs to improve in some aspects...]

This response demonstrates an adequate overall organization. It includes some transition words and phrases (*for example, another thing, in conclusion*). There is a main idea and details, as well as an ending.

Even though spelling errors are not frequent and do not impede communication and some academic vocabulary is used (*improve, aspects, socialize*), inaccuracies in internal punctuation, errors in vocabulary (*form* instead of *way*), and the lack of sentence variety (use of *should* in most sentences) keep this response at score point 4.

Anchor V-21-5-11

In school, there are varies of things that should be changed to improve it. To begin with, the school needs to change the tardy and absense policy. They should not give two-hour detentions just because a student is absent or tardy for a day. There could be many reasons which cause students to be late, so they should not be given detention for that. Another item that should be changed is the inter-mission time between classes. Students should be given more than five minutes when switching classes. It allows them to have more time to do what they have to do, like use the rest room or speak to a teacher. It also allows teachers to have more time to do their things too, like prepare for the next class or to use the restroom as well. It would benefit both teachers and students. Finally, the school should change the amount of homework they are given every night. Some students get so much homework every night that it does not allow them to have time for any extra curricular activites. If the amount is limited less stress and teachers would have less papers to grade. Both teachers and student would benefit, if homework was limited. If the school were to change these policies, the school would completely improve and there would better benefits for teachers and students.

Anchor V-21-5-11

Annotation

Anchor Paper 11
Score point 5

[In school, there are varies of things...]

This response presents ideas with relevant reasons and examples that are organized. There is a variety of sentence structures (*they should not be given, when switching, if the school were to change*) minimal spelling errors, and a consistent use of descriptive words. The response additionally exhibits evidence of academic vocabulary (*tardy, absence, cause, intermission, allow, benefit, amount, extracurricular, stress, limited*) and the control over English conventions.

Anchor V-21-5-12

There are many changes that Apollo High School should have. Three of which should be; longer lunches, adding an additional class period for study hall, and a change in the dress code policy. Apollo High School should consider longer lunches for the reason being that the lunch lines are too long. In effect students don't have enough time to eat, some students don't even get a chance to eat. Nutrition is in fact critical to the students' performance in their education. Another change should be adding an additional class period for study hall. Many students have trouble doing their homework at home. The possible reasons could be the lack of concentration, lack of understanding, and even lack of resources. Therefore, by adding a class period for study hall would be very beneficial for the students because in a school environment they have all the resources needed. Finally, Apollo High School should change the dress code policy because the focus is on what the student is wearing rather than focusing on the students' limited instructional time. For example, a teacher will dress code a student for wearing a ~~muscle~~ ~~shirt~~ ~~muscle~~ muscle shirt. Send them to the nurse's office and making the student miss the criteria. Instructional

Anchor V-21-5-12

Annotation

Anchor Paper 12

Score point 5

[There are many changes that ... High School should have.]

Response is well organized with clear ideas and details and presents reasons and examples. The use of academic words and phrases is included in this response (*additional, in effect, critical, nutrition, performance, lack of resource, etc.*). There are minor errors in grammar and usage. There are no spelling mistakes and capitalization and punctuation mistakes are few and do not interfere with comprehension. Even though the student seemingly ran out of time before the last idea was completely developed and response lacks an ending, there is a sufficient sample to determine that the student has control over standard English conventions.