

**Writing**

**AZELLA Holistic (Conventions) Rubric | Stage I: 0-2 Points**

**Rubric interpretation:** This holistic rubric is measuring student skill in English copying/writing conventions, including various prompts directed at capitalization, punctuation, and formation of both upper and lower case letters, and proper spacing in both words and sentences. It also measures student ability to identify letter-sound relationship at the beginning of words.

Spacing is judged by whether or not the student attempts to be consistent with letters within words and words within sentences. If the spacing between letters is reasonably consistent from one letter to the next and one word to the next, it is correct.

<b>Points</b>	<b>Descriptors</b>
2	Student response demonstrates the ability to correctly write English letters, words, or sentences with proper spacing and appropriate capitalization.
1	Student response demonstrates an attempt to write letters, words, or sentences with proper spacing in English. <ul style="list-style-type: none"> <li>• Letters are recognizable but may be backwards or placed incorrectly (e.g., Я for R, ɔ for c, z for s).</li> <li>• Spacing between letters and/or words is inconsistent.</li> <li>• Words may contain transposition of letters (e.g., wrod for word, Marai for Maria).</li> <li>• Words may contain one capitalization error (e.g., maria for Maria, america for America; fiGht for fight, sOme for some).</li> <li>• Lower and upper case letters are interchangeable at the beginning of single word prompts.</li> </ul>
0	This score point is applied in any of the following conditions: <ul style="list-style-type: none"> <li>• Blank page OR</li> <li>• Language other than English OR</li> <li>• Off-topic response OR</li> <li>• Illegible or unintelligible response OR</li> <li>• Evidence of teacher interference or student cheating (must have ADE and vendor verification).</li> </ul>

**Writing**

**AZELLA Holistic (Sentence) Rubric | Stage I: 0-2 Points**

**Rubric interpretation:** This holistic rubric is measuring student skill in writing English sentences with a focus on simple sentences (S-V, S-V-C) and subject-verb agreement. Evidence of consistent spacing between letters and words and capitalization and punctuation are considered. If spelling of more complex words is phonetic and the words are recognizable (e.g., pretty/pritty; throing/throwing; playing/playng; goes/gos), they can be accepted.

Points	Descriptors
2	Student response demonstrates the ability to write one or more English sentence(s). <ul style="list-style-type: none"> <li>• Response has consistent spacing between letters and words.</li> <li>• Response has subject-verb agreement.</li> <li>• Response has one error or omission in beginning capitalization and/or end punctuation.</li> <li>• Spelling errors or phonetic spellings that do not impede comprehension are acceptable.</li> </ul>
1	Student response demonstrates an attempt to write a sentence. <ul style="list-style-type: none"> <li>• Response has subject-verb agreement error.</li> <li>• Response has more than one error or omission in beginning capitalization and/or end punctuation.</li> <li>• Word order impedes clarity.</li> <li>• Spelling errors impede the meaning of words. Attempts at phonetic spellings are not recognizable.</li> </ul>
0	This score point is applied in any of the following conditions: <ul style="list-style-type: none"> <li>• Blank page OR</li> <li>• Language other than English OR</li> <li>• Off-topic response OR</li> <li>• Restatement or copying of the prompt OR</li> <li>• Illegible or unintelligible response OR</li> <li>• Evidence of teacher interference or student cheating (must have ADE and vendor verification).</li> </ul>

**Writing**  
**AZELLA Holistic Rubric | Stage I and II: 0-3 Points**

**Rubric interpretation:** This holistic rubric measures student skill in creating multiple English sentences about a topic that is depicted in one or more pictures. In holistic scoring, the best fit score is awarded. Note that instructional support per the ELP Standards in some or all Stages is considered in scoring. Evidence of correct subject-verb is considered, as well as capitalization, punctuation, and spelling. Evidence of consistent spacing between letters and words is also considered. Response will include reference(s) to the prompt/picture(s).

Points	Descriptors
3	<p>Student response is at least two English sentences which include ideas, actions, and/or details. A single sentence that is comprehensively structured to relate more than one idea, action, and/or detail may be counted as two sentences.</p> <ul style="list-style-type: none"> <li>• Ideas and details are present.</li> <li>• Errors in subject-verb agreement are not evident.</li> <li>• Beginning capitalization and/or end punctuation have only minor errors or omissions.</li> <li>• Minor spelling errors do not impede the meaning of words. Phonetic spelling is acceptable.</li> </ul>
2	<p>Student response includes at least one English sentence.</p> <ul style="list-style-type: none"> <li>• Ideas and details may be vague but are present.</li> <li>• Minimal errors in subject-verb agreement are noted.</li> <li>• Beginning capitalization and/or end punctuation have only minor errors or omissions.</li> <li>• Word order impedes clarity.</li> <li>• Minor spelling errors begin to impede the meaning of words. Phonetic spelling is acceptable.</li> </ul>
1	<p>Student response includes an attempt to write English sentences.</p> <ul style="list-style-type: none"> <li>• Ideas and details are vague and/or non-existent.</li> <li>• Errors in subject-verb agreement confuse the reader.</li> <li>• No consistent evidence of capitalization and/or punctuation is noted.</li> <li>• Spelling errors impede the meaning of words. Attempts at phonetic spellings are not recognizable.</li> </ul>
0	<p>This score point is applied in any of the following conditions:</p> <ul style="list-style-type: none"> <li>• Blank page OR</li> <li>• Language other than English OR</li> <li>• Off-topic response OR</li> <li>• Restatement or copying of the prompt OR</li> <li>• Illegible or unintelligible response OR</li> <li>• Evidence of teacher interference or student cheating (must have ADE and vendor verification).</li> </ul>

Stages III, IV, and V Holistic Writing Rubric: 0-5 Points

<p><b>Score 5:</b> 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:</p> <ul style="list-style-type: none"> <li>• An idea supported with relevant reasons, examples, and/or details; characters and setting as appropriate.</li> <li>• Command of grammar (including syntax) and usage with few or no errors.</li> <li>• Correct capitalization and end punctuation; infrequent errors in internal punctuation.</li> <li>• Infrequent and/or minor spelling errors that do not impede the reader’s comprehension.</li> <li>• Recognizable organization that allows the reader to follow the text from beginning to end.</li> <li>• Consistent use of descriptive words and phrases that address the purpose, topic, and audience using academic language as appropriate.</li> <li>• Prompt/question addressed either in a statement or with clear implication.</li> </ul>	<p><b>Score 4:</b> 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:</p> <ul style="list-style-type: none"> <li>• An idea and details or characters and setting as appropriate.</li> <li>• Minimal errors in grammar (including syntax) and usage that do not impede communication.</li> <li>• Infrequent errors in capitalization and punctuation do not impede communication.</li> <li>• Infrequent and/or minor spelling errors that do not impede the reader’s comprehension.</li> <li>• An organization that incorporates transitional words to guide the reader through the text, from beginning to end.</li> <li>• Words and phrases that address the topic and audience using academic language although inconsistencies are noted.</li> <li>• Evidence of connection to the prompt/question, stated or implied.</li> </ul>	<p><b>Score 3:</b> 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:</p> <ul style="list-style-type: none"> <li>• Main idea present; details randomly placed; simplistically stated character(s) and/or setting as appropriate.</li> <li>• Errors in grammar (including syntax) and usage that begin to confuse the reader.</li> <li>• Frequent errors in capitalization and punctuation that begin to impede communication.</li> <li>• Frequent spelling errors that begin to impede reader’s comprehension.</li> <li>• Organization difficult to follow; transitions often missing; beginning and/or ending that may be missing.</li> <li>• Repetitive use of words and phrases.</li> <li>• Some evidence of connection to the prompt/question stated or implied.</li> </ul>
<p><b>Score 2:</b> 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:</p> <ul style="list-style-type: none"> <li>• Ideas vague and/or simplistic; details sometimes unrelated; if appropriate, characters and/or setting not identified, although a name may be mentioned.</li> <li>• Errors in grammar (including syntax) and usage that impede communication.</li> <li>• Beginning capitalization and end punctuation are often incorrect. Internal punctuation not correct if used.</li> <li>• Spelling errors that impede reader’s comprehension.</li> <li>• Organization non-existent; no cohesiveness among the sentences; beginning and ending missing.</li> <li>• Repetitive and/or incorrect words and phrases.</li> </ul>	<p><b>Score 1:</b> 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:</p> <ul style="list-style-type: none"> <li>• Absence of ideas; if appropriate, characters and/or setting not identified, although a name may be mentioned.</li> <li>• Errors in grammar (including syntax) and usage that impede communication.</li> <li>• No consistent evidence of capitalization and punctuation.</li> <li>• Spelling errors that impede the reader’s comprehension.</li> <li>• Organization non-existent; no cohesiveness among the words and phrases; beginning and ending missing.</li> </ul>	<p><b>Score 0:</b> This score point is applied in any of the following conditions:</p> <ul style="list-style-type: none"> <li>• Blank page</li> <li>OR</li> <li>• Language other than English</li> <li>OR</li> <li>• Off-topic response</li> <li>OR</li> <li>• Restatement or copying of the prompt</li> <li>OR</li> <li>• Illegible or unintelligible response</li> <li>OR</li> <li>• Evidence of teacher interference or student cheating (must have ADE and vendor verification).</li> </ul>

## AZELLA Mode Descriptions

### Modes of written responses for AZELLA: Narrative, Expository, Persuasive.

**Narrative** responses for AZELLA offer details about an event or happening. The prompt is a picture or series of pictures that asks students to tell what happened or is happening. If the prompt is one picture, the narrative describes events, character actions or interactions, and setting. If the prompt is a series of pictures, the narrative explains actions with details in the order they happen or happened. A narrative may be either fiction or non-fiction. A brief conclusion or words that indicate an ending may also be present. Students are instructed to write a paragraph, but more than one paragraph is acceptable.

**Expository** writing for AZELLA is a response that gives directions of how to do something or explains how something happens in sequence. The how-to prompt presents a situation and students are asked to explain the process from beginning to end in sequential order. The description of events that happen in a set sequence are prompted by a picture, chart, or other visual representation of a process. Students are asked to explain how the process takes place from beginning to end in a paragraph. Transition words and phrases are important in this functional writing. Students are instructed to write a paragraph, but more than one paragraph is acceptable.

**Persuasive** writing for AZELLA requires students to take a position on an issue and clearly state their opinion. Prompts ask students to explain their position or opinion and support it with evidence. The use of persuasive language is required in persuasive writing. Students are not prompted to include a discussion of the opposite position, but if they do so, it is acceptable. Students are instructed to write one paragraph, but more than one paragraph is acceptable.

NOTE: Letter responses for AZELLA will be written in one of the modes above, depending on the prompt (e.g., formal letters will be persuasive or expository; friendly letters will be narrative or expository).