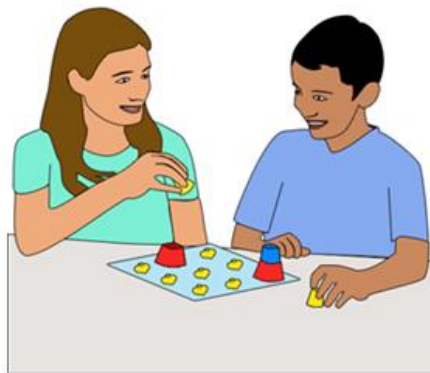


Anchor Set

AZELLA Sample Test – Stage II

Writing Item Number 17

17 Look at the picture.



Write a story about what you see in the picture.

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 picture.
- ☐ Include a main idea, characters, and details.
- ☐ Use descriptive words.
- ☐ Include a beginning, a middle, and an end.
- ☐ Use complete sentences.
- ☐ Use correct capitalization and punctuation.

Writing AZELLA Holistic Rubric
 Stage I and II: 0-3 points
 Rubric ID: I-II.W.3
 Use for item number: #17

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). Determining the descriptors “minimal” and “minor” should be judged based on number and/or severity of errors per number of words or sentences (e.g., 10 words with 3 errors is equivalent to minimal or minor; 2 sentences with 3 errors is minimal; 1 sentence with 2 errors is minimal). If spelling of more complex words is phonetic and words are recognizable, it can be accepted.

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"> • Ideas and details are present. • Errors in subject-verb agreement are not evident. • Beginning capitalization and/or end punctuation have only minor errors or omissions. • Minor spelling errors do not impede the meaning of words. • Phonetic spelling is acceptable.
2	<p>Student response includes at least one English sentence.</p> <ul style="list-style-type: none"> • Ideas and details may be vague but are present. • Minimal errors in subject-verb agreement are noted. • Beginning capitalization and/or end punctuation have only minor errors or omissions. • Word order impedes clarity. • Minor spelling errors begin to impede the meaning of words. Phonetic spelling is acceptable.
1	<p>Student response includes an attempt to write English sentences.</p> <ul style="list-style-type: none"> • Ideas and details are vague and/or non-existent. • Errors in subject-verb agreement confuse the reader. • No consistent evidence of capitalization and/or punctuation is noted. • Spelling errors impede the meaning of words. Attempts at phonetic spellings are not recognizable.
0	<p>This score point is applied in any of the following conditions:</p> <ul style="list-style-type: none"> • Blank page; language other than English; off-topic response; restatement or copying of the prompt ; Illegible or unintelligible response; evidence of teacher interference

Anchor II-17-0-1

Stage II Writing *A17*

First Abigail

22 STOP

Anchor Paper 1
Score point 0

This response is a "0." It is not a "1" because, although there is the appearance of an attempt to write an English sentence, there is not enough of a response to evaluate meeting the criteria for subject-verb agreement or addressing the topic.

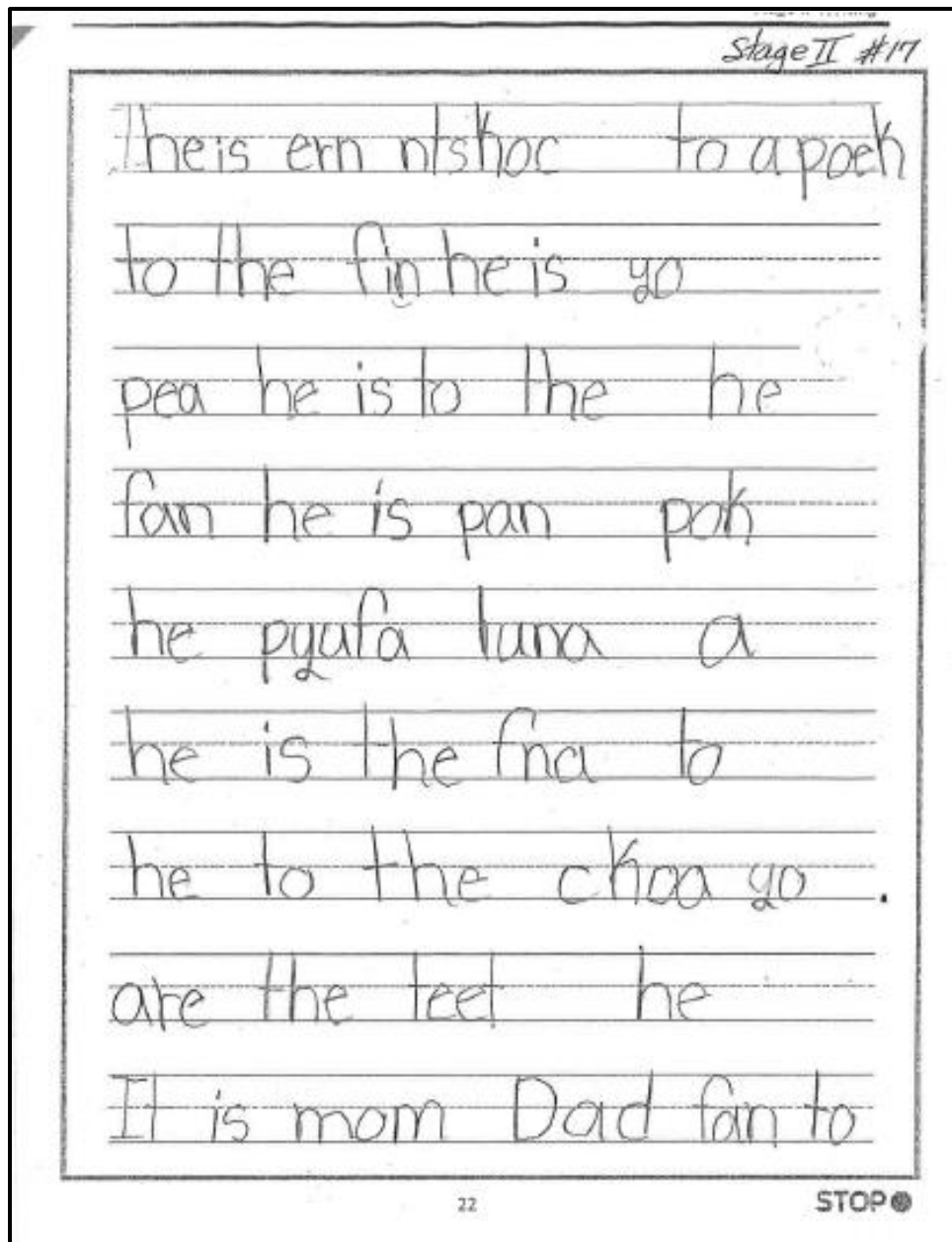
Anchor II-17-0-2

Stage II Writing #17

Th kehoamo sove roq2
osoros nozon ito ag, 170
t-geen ko, e t e neq, 120
teknso.

Anchor Paper 2
Score point 0

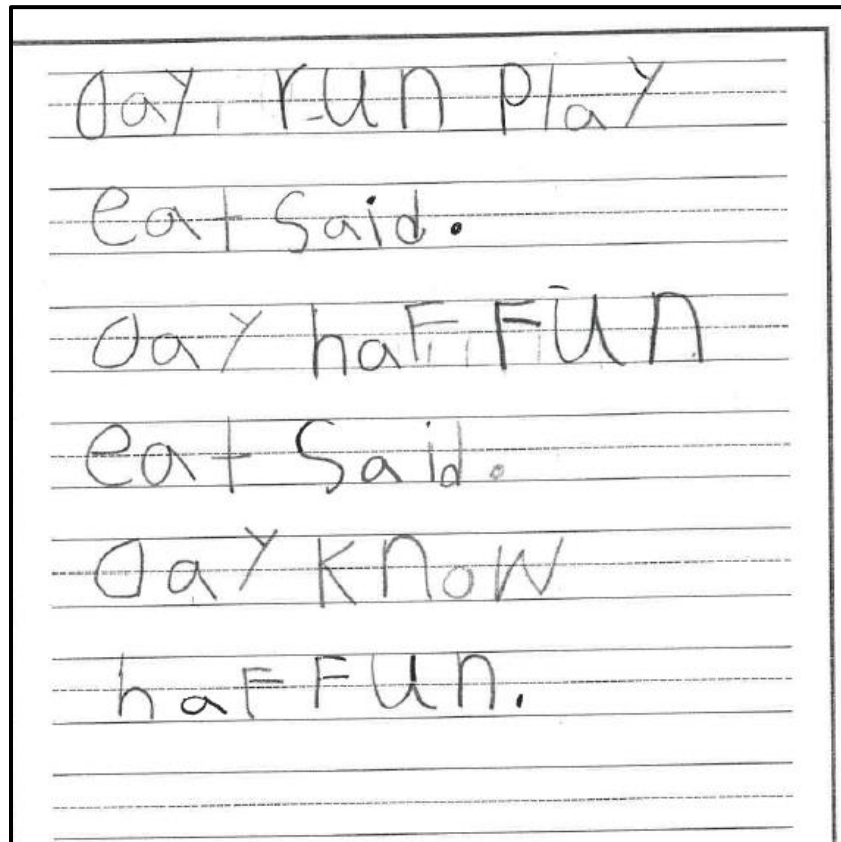
The response is letters without meaning (unintelligible response).



Anchor Paper 3
Score point 0

This response contains no ideas or details. There is no subject-verb agreement. There is no evidence of punctuation. There is random use of capitalization.

Anchor II-17-1-4



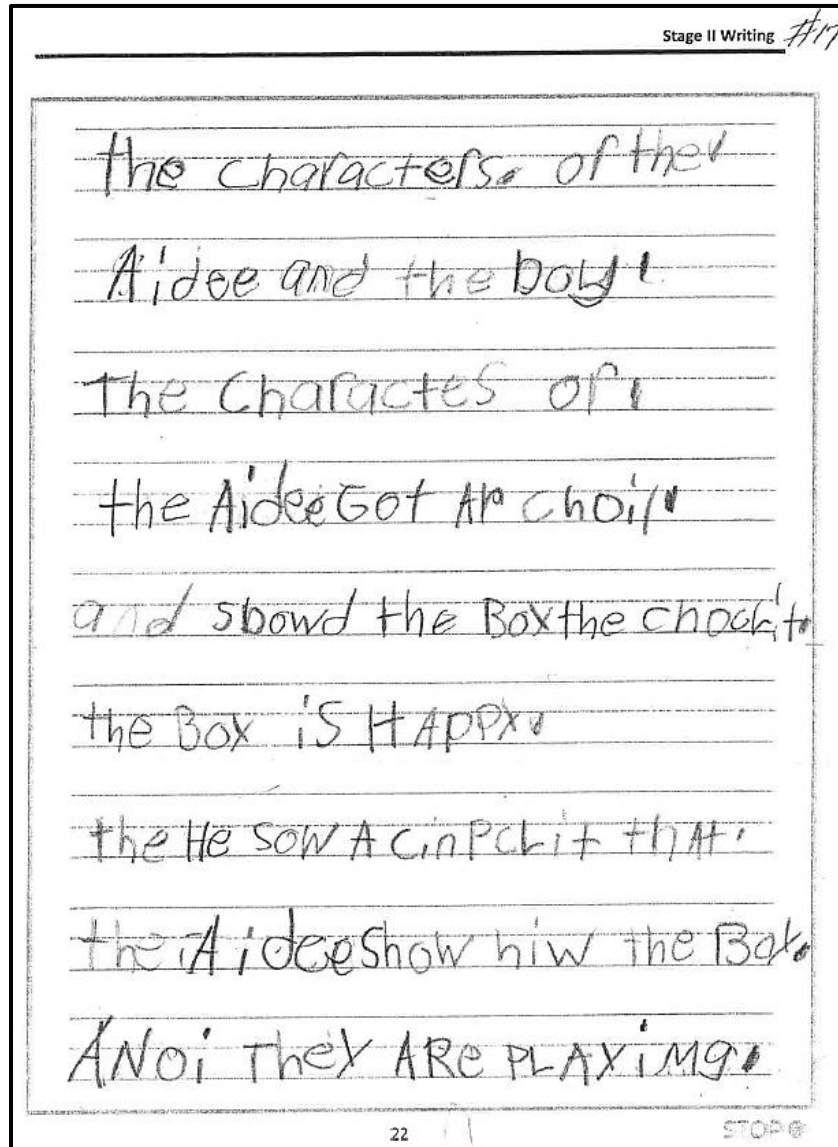
Anchor Paper 4

Score point 1

Student response shows an attempt to write an English sentence (*Day haF Fun*) and demonstrates subject-verb agreement. Ideas and details are present, but vague. Spelling errors impede meaning of words.

Not a 2 as the response has a number of errors in conventions that impede comprehension

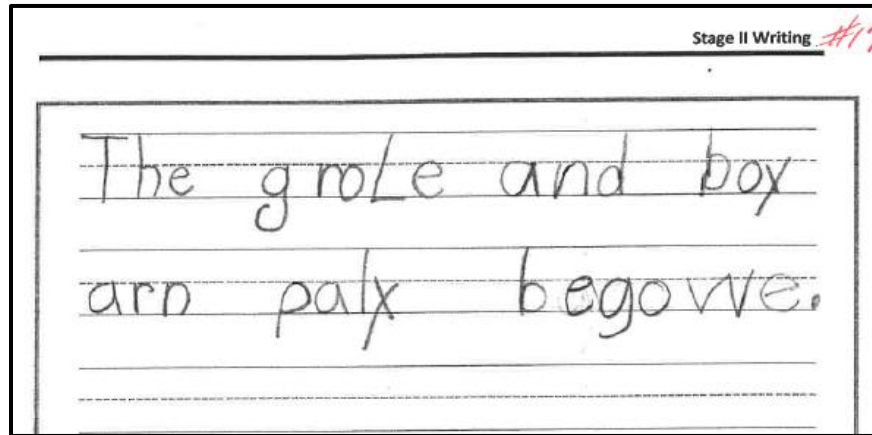
Anchor II-17-1-5



Anchor Paper 5
Score point 1

Student referred to the prompt, seeming to know who the characters are. There is evidence of subject-verb agreement [Aidee got a chair and showed the Boy the chocolate. The boy is happy. And now they are playing.] Spelling impedes meaning of words. There is no capitalization at the beginning of sentences.

Anchor II-17-2-6



Anchor Paper 6
Score point 2

Student attempted to write an English sentence. Punctuation is adequate. Spelling errors begin to impede the meaning of words.

Not a 1 because the error in subject-verb agreement does not interfere with comprehension.

Anchor II-17-2-7

Stage II Writing #17

the boy and the
girl are play a
game on the
tabul.

22 STOP ●

Anchor Paper 7
Score point 2

This response contains one English sentence. Although there is a subject-verb agreement error, the idea presented in the sentence is accompanied by details (on the tabul). Spelling errors do not impede the meaning of words. Even though there is no capitalization, punctuation is present.

Stage II Writing #17

The boy is lafing.
The girl is eat
Kupcak. The girl is
lafing. The girl is
eat to Kupcak. The
boy is pikin the
Kup cak.

22 STOP

Anchor Paper 8
Score point 2

Ideas and details are present in this response. There are no capitalization or punctuation errors. Response shows evidence of subject-verb agreement, but not consistently. Minor spelling errors begin to impede the meaning of words.

Anchor II-17-2-9

Stage II Writing #17

They are playing
game. The girl is eating
a chocolate and the boy.
They write a story. The
boy and the girl is playing
a game. The girl is
showing the chocolate to
the boy. The boy is
talking the chocolate.

22 STOP ●

Anchor Paper 9
Score point 2

This response contains ideas and details. Capitalization and punctuation are correct. There is inconsistent subject-verb agreement (*The boy and the girl is playing a game*). Spelling errors begin to impede the meaning of words (*talking* instead of *taking*).

Not a 3 as subject-verb agreement errors are evident and spelling errors begin to impact meaning.

Anchor II-17-3-10

Stage II Writing #17

One day a girl and
the boy are playing a
borgame. First they told
the enstruxins and it
helped them play. Next
they are taking tris
doing the borgame and
the boys name is Joes.
We had an exlent day!

22 STOP ●

Anchor Paper 10

Score point 3

This response presents ideas and details that directly relate to the prompt. Sentences show subject-verb agreement. There is a variety of sentences that include the use of transition words [*First they told the instructions and it helped them play.*]. Use of phonetic spelling does not impede the meaning of words (*borgame* [board game] *exlent* [excellent]).

Not a 2 as the response has subject-verb agreement, ideas and details are not vague, and the errors in conventions are minimal.

Anchor II-17-3-11

Q17
Stage II Writing

First, The boy and the
girl are playing game
board next home. Next,
The child is seeing
the girl. Last, The
boy and girl win the
game.

22 STOP ●

Anchor Paper 11
Score point 3

The response is three English sentences. There are ideas and details present. There are no subject-verb agreement errors. The word *The* is capitalized following the sequential signal words and commas, but otherwise capitalization and punctuation are correct.

Anchor II-17-3-12

W _____ Stage II Writing #17

The boy and the girl
are playing a game. They
are happy. They are
taking turns. the boy is
winning. The girl is losing
They will play again!

22 STOP ●

Anchor Paper 12
Score point 3

The response includes ideas and details that are well developed and present a sequence of events. There are no subject-verb agreement errors. Punctuation and capitalization are also correct.