Anchor Set

AZELLA Sample Test – Stage III
Writing Item Number 14

14 Look at the picture of the paper recycling process.

On page 3 of your answer document, explain what the picture shows about the recycling process.
Be sure to include:
- All the steps.
- Details from the picture.

Check Your Writing: Expository Writing

☐ Explain what is happening in the picture.
☐ Use descriptive words.
☐ Include details.
☐ 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 #14 and #15

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
Anchor Paper 1
Score point 0

The response does not contain enough of a sample to be scored.
Anchor Paper 4
Score point 1

While there are several attempts to write English sentences (it had soem eros there, there are a resieklo Box with some thing in side), this response predominantly consists of some English words with no connection to one another.
Anchor Paper 6
Score Point 1

This response shows an attempt to address the prompt (it will make the old paper new paper). Spelling, punctuation and grammar errors impede communication.
anchor Paper 8
Score point 1

This response consists of a single sentence that is related to the prompt; however, no relevant connection is made. Response lacks details and contains errors in capitalization and spelling.

Not a 0 because the student was able to construct an original sentence and demonstrate some English language ability.
Anchor Paper 9
Score point 2

This response addresses the prompt and includes transition words. Errors in punctuation and capitalization are minimal; however, the spelling errors begin to impede comprehension (resicalining [recycling], tigs [ties]).

Not a 3 because the ideas contained in the response are simplistically stated and vocabulary is repetitive.
Anchor Paper 11
Score point 2

This response contains ideas that are vague and simplistic. Vocabulary is limited and repetitive.

The response is not a score point 1 because ideas are clear and organized. The response is not a score point 3 due to repetitive vocabulary and sentence structure.
Anchor Paper 12
Score point 2

Although this response attempts to address the prompt, ideas are vague and details unrelated. The response lacks organization and the errors in grammar impede communication. Capitalization and punctuation are often incorrect (periods seem to have been placed randomly).
Anchor Paper 13
Score point 3

This response states a main idea (The recycling Process it have a lot of steps) and addresses the prompt. Some of the sentences in this response have duplicate subjects (... the paper that it was, The recycling Process it have a lot of steps.). There are multiple subject-verb agreement errors (it have a lot of steps, one person collect, the person who collect the paper give it to another person).

Not a 2 since the response addresses the prompt and has an organization (use of transitions words).
Anchor Paper 16
Score point 3

This response contains ideas that follow a sequence. There are some spelling and punctuation errors that do not impede communication.

Not a 4 because response does not exhibit sentence variation or academic language.
Sam is recycling paper. She goes outside and looks if a truck is coming. She sees a truck that is blue. It is the recycling truck. The man in the truck gets out his truck. Sam gives the man the papers. Then the man gets in the truck and the man drives to a place where people recycle paper. The man gets out of his truck and gives all the papers to another man. The man said thank you then the man who has the papers to recycle goes in this place where people recycle paper. The man recycles the paper. Then he goes to the back of the place and gets a strip of paper and makes a bow around the paper and then takes it to this school and kids are writing on the paper and recycling. Goes on and on. The End.

Anchor Paper 18
Score point 3

This response contains a main idea and details. The beginning and ending are stated in the response. There are minor errors in spelling that do not impede comprehension.

Not a 4 since response, which is one long sentence, exhibits a variety of grammar and usage errors and the lack of punctuation confuses the reader.
Anchor Paper 20
Score point 3

Response exhibits some of the traits of a score 4; including a main idea with significant details. However, communication is impeded by errors in grammar, spelling, punctuation, sentence structure, and capitalization.

The response is not a 2 as the ideas are beyond vague and simplistic and there is clear evidence of an organizational structure.

The response is not a score point 4 due to the density and variety of errors in standard English conventions.
The recycling is an important cycle in the world. The recycling helps us to have a cleaner area.

If we wouldn’t have recycling in our planet, we would have trash everywhere. The kids wouldn’t have a good future, and health. And all the planet would be a world of trash.

Now we don’t have so many recycling in our lives because we keep having trash in other countries.

We should have recycling staff in other countries too, or our variety of industrialization would go down.

In conclusion without recycling the world wouldn’t have an exit door.

Anchor Paper 22
Score point 4

This response contains ideas that are well organized and show progression. There is an attempt to use academic vocabulary (area, planet, health, conclusion) and a variety of sentence structures that includes modal verbs (would, should). Spelling and grammar errors are infrequent.
Anchor Paper 23
Score point 4

Main idea is evident and development is present. There are minor errors in spelling and grammar that do not impede communication (decises for decides, Than for Then, ben for bin, etc.).

The response is not score point 3 because details are connected and developed; and errors do not impede communication.

The response is not a score point 5 because there is a limited use of descriptive words and phrases that address the audience and purpose. The number of errors in conventions, while minimal, does not display command of grammar.
Anchor Paper 24
Score point 4

This response has Ideas and details that are organized. There are no grammar errors; however the response exhibits a shift in verb tenses going from present/future to simple past.

Not a 5 because the ideas are not supported with relevant reasons or examples and there is no use of academic vocabulary.