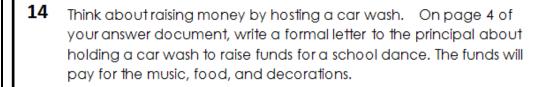
Anchor Set

AZELLA Sample Test – Stage IV Writing Item Number 14 – Rubric ID: III-V-II.W.5



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

Anchor IV-14-0-1

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Anchor Paper 1 Score point 0

This response is off topic.

Anchor IV-14-1-2

COL-C enati WE

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 rase 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*)

Anchor IV-14-2-3

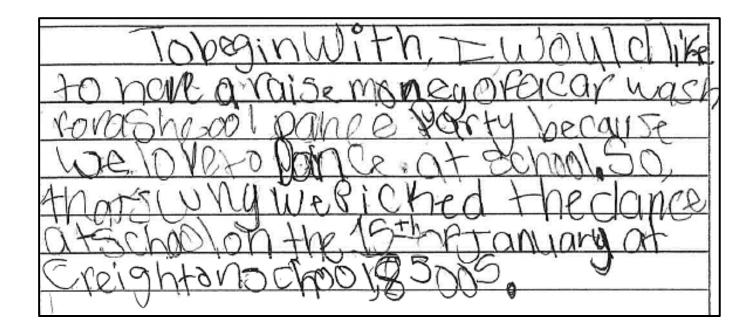
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Anchor Paper 3 Score point 2

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



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

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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.

Anchor IV-14-2-6

DearPrincipal
I twight to Make a car wash to raise Funds For
a School dance. I want The car was to be in prioliver
ort william Tell high Schooly 1500 Jefferson, Proria, Arizona
85000. The Fords will Pay For the Music Food, and decoration.
Warald Take TOFAS Like washing Salling Stuff
To our quest while their carget washed, ance
where done we could have a dance Partho
YOUR STURENT
1/alzois,

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 leke washing selling stuff to our quest while their car get washed, once where done we could have a dance party" Spelling errors impede communication.*

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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

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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

ear Principal 11215 thinking to raise money RRN or the v Could trust me because i wi Start Start a gama to am acou Wash to money the Schoo ωN also 1110 0Sat or sunday mv トリルイ Save money or the music COVES Profation 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 suPPlies 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. Olvier Will Tell High J School 1500 Jefferson, Peoria, Arizona 53000. Deay: Principal think about raising Postcoc Con wash toat we raige wover Sagu 901 they aread who work ACI US. And is all help the easier do 17. But if some people wand NO Some people don's Sc that'll and ord problem We all 0, 9,0090 100 21 raise montel And we all will have a dance for 1ne School have len to go there and They Biends Divido pm al the more people help the Think Easity we lipism. Sencery

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

Williar Pegria, AZ BGRUD bar Principal: we are CAC NIC KNON th 1110 idau np and NOG Ca 5 ctud 100 dance Funds to do WORD (; 0 ank hme

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 _____)

Anchor IV-14-4-12

Principa should make 00 10 100 WEC ations C COY 'a0 Vour astudent

Anchor Paper 13 Score point 4

A main idea and details are presented appropriately. An attempt to use academic vocabulary "We could <u>also encourage</u>..." 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,).