

# Score Like A Pro

AZELLA Writing Sample Tests Stages IV-V

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# Today's Agenda




- Introduction
- Fundamentals of Scoring
  - ❖ Rubrics: Applying criteria within holistic scoring
  - ❖ Stage IV
  - ❖ Stage V
- Insider Tips
- Connect to the Classroom

# Relationship to *PearsonPerspective*

[Understand Scoring](#) [EDUCATOR HOME](#) [REPORTS](#)






## AZELLA Training




AZELLA Training will provide:

- Facts about the Arizona English Language Learner Assessment (AZELLA)
- Information about how the AZELLA is used to identify and place English Language Learners
- Opportunities to learn details of AZELLA administration
- Practice scoring several items on the AZELLA
- Verification of your progress by evaluating the accuracy of the scores that you assign to responses on individual items on the AZELLA

## Stages



## Resources

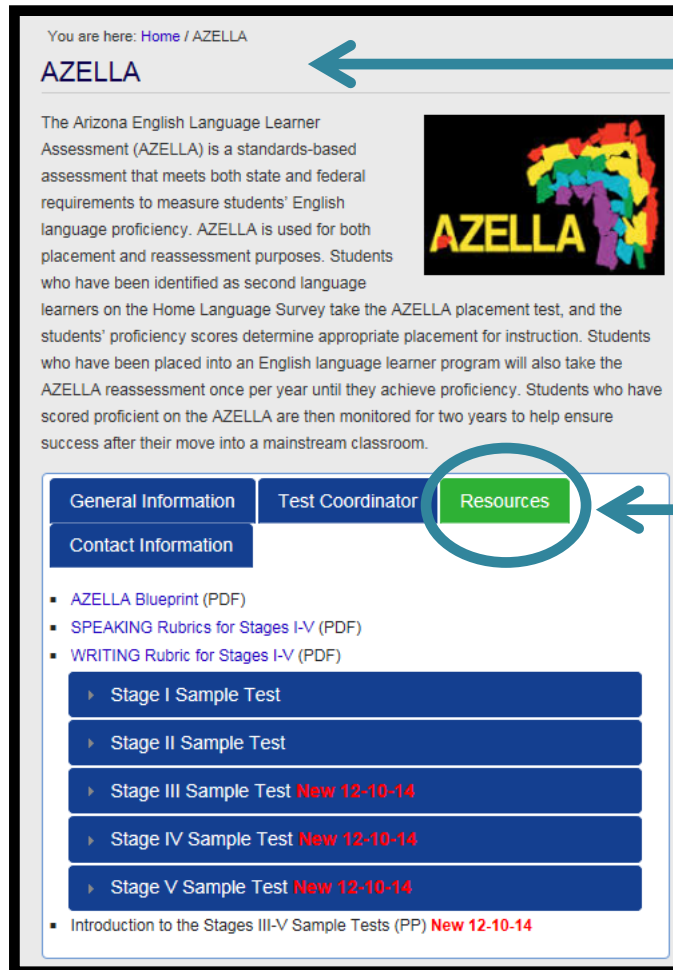
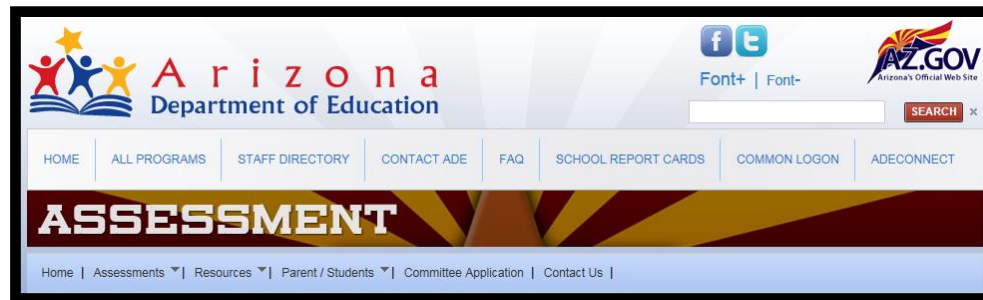


Below are resources and links for additional information and support.

- Arizona Department of Education site [www.azed.gov](http://www.azed.gov)
- Training resources for AZELLA Stages I-V at <https://azed.blackboard.com/>
- Pearson Access at [www.PearsonAccess.com](http://www.PearsonAccess.com)

# Finding the Sample Tests on the AZELLA Homepage

Stage I – V  
Sample Tests



AZELLA  
Homepage

“Resources” Tab

# Stage IV Prompt

## A Persuasive Paragraph

### DIRECTIONS

For items 13 and 14, follow the directions to write a paragraph. Think about what you want to include in your paragraph before you begin to write. Use the scratch paper provided to make notes, organize your thoughts, and write a draft. Write your final response to item 13 on page 3 of the answer document. Write your final response to item 14 on page 4 of the answer document. There is a checklist following each item in your test book. Use the checklist to help you in your writing.

- 13** On page 3 of your answer document, write a persuasive paragraph stating your opinion about the importance of starting a recycling program at your school.

Be sure to include:

- Your position.
- Evidence 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.

# Stages III-V

*Students write responses in Answer Documents*

The cover of the AZELLA Stage IV Sample Test Answer Document for Grades 6-8. It features a vertical blue bar on the left and a vertical orange bar on the right. The title "AZELLA" is in large orange letters, followed by "Stage IV Sample Test" in bold black letters. The words "ANSWER DOCUMENT" are circled in red. At the bottom left is the A.T.E.D. logo, and at the bottom right is the text "Grades 6-8". A box for "Student's Name" is at the top right.

Student's Name

**AZELLA**

**Stage IV  
Sample Test**

**ANSWER DOCUMENT**

Grades 6-8

A.T.E.D.  
Department of Education

A writing sheet for Session 3 - Writing Question 13. It has a header "SESSION 3 - WRITING QUESTION 13" and a large area with horizontal blue lines for writing. The page is numbered "Page 3" at the bottom right.

SESSION 3 - WRITING QUESTION 13

Page 3

# Score using the **AZELLA** rubrics



## Extended Response

# Writing Stages III – V

*0-5 points*

## Writing Rubric

Rubric ID: III-V.W.5

Stages III-V

0-5 points

Use for items #14 &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.



## Extended Response

# Writing Stages III – V (continued)

### Writing Rubric

Rubric ID: III-V.W.5

Stages III-V

0-5 points

Use for items #14 and #15

**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



# Score Based on AZELLA Rubrics

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- A rubric provides criteria for assigning scores to student responses.
- Adhering exclusively to the criteria of the rubric, provides fair, consistent, and predictable scores.
- Rubrics are based on the ELP Standards & AZELLA Performance Level Descriptors.



# Score Based on AZELLA Rubrics

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- Official AZELLA Reassessment scoring uses AZELLA rubrics.
- AZELLA rubrics are different than AIMS or AzMERIT.
- AZELLA rubrics are posted on the Assessment webpage and in the Teacher's Edition of Sample Tests.
- AZELLA rubrics are used in the *PearsonPerspective* training for scoring Placement Tests.



# Holistic Scoring

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- Consider all writing elements without focusing on any single criteria.
- Key elements must be present in the writing.
- The overall score is the one that best describes the response as a whole.
- The whole is more than the sum of its parts.



# Scoring Criteria (III-V)

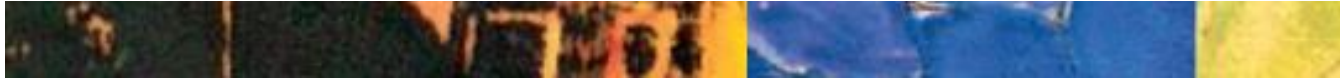
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During training, we look at each of the criterion to better understand them. When scoring student responses, we look at the criteria as a whole and weigh and balance them in the student response.

- **Complexity** *(Standards 2 and 4 of the ELPS)*
- **Sentence Structure/Grammar** *(Standard 2 of the ELPS)*
- **Capitalization & Punctuation** *(Standard 2 of the ELPS)*
- **Spelling** *(Standard 2 of the ELPS)*
- **Organization** *(Standard 4 of the ELPS)*
- **Word Choice** *(Standard 4 of the ELPS)*
- **Connection to Prompt**

# Complexity

*Varied sentence structures, simple and complex*



**“An idea supported with relevant reasons, examples, and/or details; characters and setting as appropriate.”**

- An increased number of sentences representing different ideas is an indication of complexity.
- Grammatical structures, both simple and complex, are used with accuracy.
- With the addition of words and phrases (e.g., relative clauses and prepositional phrases), simple sentences take on some complexity.
- Advanced structures such as subordinate clauses (beginning with “because,” “when,” “if,” etc.) may also be found in upper-level ELL writing.

# Sentence Structure

## *Grammar and Usage*



**“Command of grammar (including syntax) and usage with few or no errors.”**

- Typical sentence markers, a capital letter at the beginning and a period at the end, can be absent in ELL writing. It is therefore necessary to look for the elements of a basic English sentence—a subject, a verb, and maybe an object. When these elements are present and in the correct order (subject-verb-object), the student has produced a sentence.
- When looking for subject-verb agreement, consider the whole verb phrase, which could include a helping verb + a main verb.



# Capitalization, & Punctuation



**“Correct capitalization and end punctuation; infrequent errors in internal punctuation.”**

- A sentence that is recognizable without capitalization and punctuation is considered a sentence (e.g., “dad sed I am Bize” [Dad said, “I am busy”]). However, capitalization and punctuation remain important considerations in scoring.
- In upper-level writing (score points 3 and 4), there are usually fewer spelling and mechanics errors than at lower-level writing (score points 1 and 2), but these types of errors may still be found at all levels of ELL writing.



# Spelling



**“Infrequent and/or minor spelling errors that do not impede the reader’s comprehension.”**

One of the most visible and pervasive characteristics of ELL writing at all ability levels is phonetic spelling. Spelling, when it does not interfere with comprehension, and when a word is easily recognizable as an English word, is only one component in the total evaluation of student writing and should not take on excessive importance.

# Word Choice



**“Consistent use of descriptive words and phrases that address the purpose, topic, and audience using academic language as appropriate.”**

- Another feature that differentiates upper- from lower-level ELL writing is word choice. In upper-level writing, choice of vocabulary will become more precise and descriptive. For example, “a student in the fifth grade” might be used instead of “a girl.”
- As a student’s writing ability develops, a few idiomatic words and phrases may be used. It is not uncommon therefore for words like “cool” and “stuff,” which are more appropriate for spoken language, to be used even in upper-level ELL writing.

# Organization

Idea(s) supported with relevant reasons and details; organization uses transition words and guide reader from beginning to end



**“Recognizable organization that allows the reader to follow the text from beginning to end.”**

Logical progression of ideas, linking words (so, then, next, therefore, while, finally, although, because, since, due to, for instance, etc.), contribute to organization of ELL writing. In upper-level writing, students are capable of expressing more ideas. The ability to organize the ideas becomes one of the characteristics which can help differentiate between score point 3 and 4.

# Connection to Prompt



**“Prompt/question addressed either in a statement or with clear implication.”**

- A response with no connection to the prompt is not acceptable.
- A response that addresses and develops only one aspect of the prompt is acceptable.

# Applying the Criteria Holistically

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- Score point above
  - Bullets may match some elements in the response.
- Score point below
  - Bullets may match some elements in the response.
- Score assignment
  - Which score point best fits the response?
    - Most elements supported in the score point
    - May satisfy bullets from other score points

# What Are Annotations?

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*An annotation explains the score of each anchor paper using language from the rubric.*

# **Scoring**

## **Activity 1**

# Stage IV Prompts

## A Persuasive Paragraph

### DIRECTIONS

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- 13** On page 3 of your answer document, write a persuasive paragraph stating your opinion about the importance of starting a recycling program at your school.

Be sure to include:

- Your position.
- Evidence 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.



# Extended Response Writing

## Stages III-V

(score points 3-5)

### Writing Rubric

Rubric ID: III-V.W.5

Stages III-V

0-5 points

Use for items #14 &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:

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- 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.
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**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.
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- Infrequent errors in capitalization and punctuation do not impede communication.
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- Words and phrases that address the topic and audience using academic language although inconsistencies are noted.
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**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.

# Extended Response Writing Stages III-V continued

## Writing Rubric

Rubric ID: III-V.W.5

Stages III-V

0-5 points

Use for items #14 and #15

**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.
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- 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

# Stage IV Response #1

My opinion about starting a recycling program at my school is that is very important to everybody. You can help other people to don't go in the trash and separate all of it again. We can help the Earth by recycling all the things that you don't used any more in your house or classrooms. When you recycle maybe the people who work recycling the paper, can do more things with it. It's important, because you can help the trees, too. If the people still cutting trees, The trees will be extincted. I think that's why we have to start recycling.

# Score and Annotation (#1)

## Score Point 3

In this response, the main idea is present (*We can help the Earth by recycling all the things that you don't used any more in your house or classrooms*).

There is evidence of cohesiveness among the sentences as there is some sequencing or progression of ideas and the response provides a beginning and ending.

Grammar, punctuation, and sentence formation errors begin to impede communication and comprehension (*You can help other people to don't go in the trash . . . If the people still cutting trees. The trees will be extincted*).

Not a 2 as the response is better organized and detailed than a response at the 2 level.

Not a 4 as errors in most areas of standard English conventions impede communication.

# Stage IV Response #2

On a Thursday I wanted to start a Recycling program to help school. So I made a club to start recycling, people sign up and so we started helping other school. You can start recycling to. It is good for the planet and animals, so start now and help earth. You can make big changes, in your life and other people's life to. Help schools, and animals. Just make a club, and people will join you. Start being green today.

All you need is to have a group and help. I hope you guys follow my invies to help animals, schools and people. Oh and put it up in the internet if people want to join. I wish you have fun, be green remeber that. have a wonderful day. Help, help, help and Beep a happy face on.

# Score and Annotation (#2)

## Score Point 3

The student presents a main idea and includes several simple, general details (*So i made a club to start recycling, people sign up and so we started . . . It is good for the planet and animals, so start now and help earth*).

There is a sense of organization with a beginning (*On a Thursday*), ending (*Have a wonderful day. Help, help, help and keep a happy face on*) and simple transitions.

Although the writing contains sentence variation, the response also includes simple run-ons.

There are numerous capitalization errors, and end punctuation and apostrophes are sometimes misused.

Not a 2 as the response provides details and has some organization.

Not a 4 as the variety of errors across conventions begins to confuse the reader.

# Stage IV Response #3

Dear Principal,

I want to tell you that we should start a recycling program for our school. It would be wonderful recycling so we could keep it very nice and clean. It's important recycling so we could keep the world nice too and animals won't get sick because of the trash we throw on the ground. The whole school could clean around the school and we could go to a field trip to a desert and clean so animals won't get sick.



# Score and Annotation (#3)

## Score Point 4

In this response, a main idea is evident (*we should start a recycling program for our school*) and development is present (*It's important recycling so we could keep the world nice too and animals won't get sick because of the trash we throw on the ground . . . we could go to a field trip to a desert and clean.*) A persuasive argument is organized and logically presented.

The occasional minor error in conventions does not interfere with the flow of ideas.

Though the student does not provide a clear ending, there is a clear beginning and the remainder of the response is strong enough to keep it at the 4 level.

Not a 3 as a main idea is evident and development is present. Writing includes minimal errors in standard English conventions that do not impede communication of the text.

Not a 5 as the response lacks some specificity and there is a lack of academic language.



# **Scoring**

## **Activity 2**

# Stage V Prompt



On page 3 of your answer document, write an expository paragraph that explains what it is like to live in Arizona.

Be sure to include:

- A topic sentence.
- Supporting details.
- A conclusion.

## **Check Your Writing: Expository Writing**

- ☐ Present information about the topic.
- ☐ Use a topic sentence, supporting details, and a conclusion.
- ☐ Use words that explain the topic.
- ☐ Use a variety of complete sentences.
- ☐ Use correct capitalization, punctuation, and grammar.

## Extended Response

# Writing Stages III – V

*0-5 points*

## Writing Rubric

Rubric ID: III-V.W.5

Stages III-V

0-5 points

Use for items #14 &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.

## Extended Response

# Writing Stages III – V (continued)

### Writing Rubric

Rubric ID: III-V.W.5

Stages III-V

0-5 points

Use for items #14 and #15

**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

# Stage V Response #1

Arizona is a wonderful state with many interesting places and things. To begin, the Grand Canyon is in here. When I first came here, my family and I went to the Grand Canyon with each other. The weather in Arizona is hot almost all year long, and in the winter Arizona doesn't have snow. So that people can hang out and play sports with a perfect temperature. With a hot temperature, there are many communities that sales cold things like icecream or cold drinks in the summer. There is no often raining in Arizona, and people would like to go to swim in their own pools. People love to live in Arizona because there are many interesting restaurants with huge kind of food. There are people come from another country so they have other different type of food. Arizona is a great state with interesting things and here is a wonderful state.

# Score and Annotation (Stage V #1)

## Score Point 3

A main idea is present (*Arizona is wonderful state with many interesting pces n things to do*) and there are a number of details provided.

There is a hint of sentence variation (*With a hot temperature, there are many communities that sales cold things like ice cream or cold drinks in the summer.*) However, there are errors in syntax, sentence formation, and usage that begin to impede communication.

Not a 2 as the student does not lack a coherent message and there is clear evidence of organization with a beginning and ending.

Not a 4 as the response contains a number of errors in standard English conventions – including syntax and sentence formation - which impede communication.

# Stage V Response #2

Arizona and the weather. Everything is nice when the fall season comes. The temperatures start going down, allowing you to enjoy the days and nights by going out with your family or friends. Also, it allows you to wear those short pants. Winter could be the best season of the year, with it come the snow, warm pajamas, Christmas and even the lowest temperatures of the state. Many people go to the highest places in Arizona to see the beautiful snow holding in their hands a hot cup of chocolate or a sweet cup of coffee. This is the part of the year that people enjoy the most even when you have to protect yourself from the cold wind and the cold temperatures. The spring is a good season because it is time for "Baseball" and the weather is perfect to play it. At the beginning of February, you will find in Arizona the best temperature to play a sport. The weather is not as cold as the winter but it's not really hot either. You can practice your favorite sport and have a good time out anywhere at the same time. The beach, sun and sand are what people like to visit during Summer, but not all people like it.

# Score and Annotation (Stage V #2)

## Score Point 4

In this response, the main idea is not evident though it is implied (*Arizona and Its weather*) and development is present (*Many people go to the highest places in Arizona to see the beautiful snow holding in their hands a hot cup of chocolate or a sweet cup of coffee.*) The organization, though lacking a clear beginning and ending, incorporates transitional words and phrases (*Also, with it comes, even when, At the beginning*) within the text.

Convention errors are infrequent. Vocabulary is appropriate.

Not a 3 as the response incorporates transitional words and is developed. Errors in conventions are infrequent.

Not a 5 as the response lacks a clear beginning and ending and the use of academic language is inconsistent.



# Stage V Response #3

Arizona is a good place to live. Arizona is a famous place where everything can happen. Many important events happen right here such as concerts, sports events, etc. For those people that would like to have an experience to meet or see someone famous, Arizona is perfect. Also, Arizona have a lot of beautiful places. If people want to have a good time, Arizona gives many options of places, for example the Grand Canyon or Sedona. In Arizona, people can find many good, beautiful, and fun places where people can stay to live, relax, or just for vacations. Good weather is something that Arizona have. There are many options of weather in Arizona like cold, warm or hot. Depends on people likes, the weather they want to support during their vacations or life. In conclusion, to have a good time, Arizona can be perfect to those people who look for a good weather, beautiful places, or just for important events.

# Score and Annotation (Stage V #3)

## Score Point 5

In this response, the writer clearly states the main Idea (*Arizona is famous place where everything can happen*) and supports it with relevant examples and details (*Also, Arizona have a lot of beautiful places. If people want to have a good time, Arizona gives many options of places, for example the Gran Canyon or Sedona. In Arizona, people can find many good, beautiful and fun places*). The writing is organized and focused and incorporates effective transitions (*For those people, Also, If people want, In Arizona, In conclusion*) that allow the reader to follow the text from the beginning to the effective closing (*In conclusion, to have a good time, Arizona can be perfect to those people who look for a good weather, beautiful places, or just for important events*).

Sentences are varied. Though there are a few grammar errors, these errors do not impede communication.

Not a 4 as the main idea is supported with relevant reasons and details. There is a recognizable organization that guides the reader from beginning to end.

# What Are Anchor Papers?

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- Student responses used to define the range of performance levels within each score point on the AZELLA rubric.
- Anchor sets contain exemplar student responses that clarify the rubric.
- From the lowest possible score to the highest one, they demonstrate different approaches and levels of achievement within a score point.
- Anchors do not represent every possible way to achieve each score point.

# Where are the Sample Test Anchor Papers and Annotations?


**The Anchor Set can be found on the AZELLA webpage with the associated Stage's Sample Test materials.**



You are here: [Home](#) / AZELLA

## AZELLA

The Arizona English Language Learner Assessment (AZELLA) is a standards-based assessment that meets both state and federal requirements to measure students' English language proficiency. AZELLA is used for both placement and reassessment purposes. Students who have been identified as second language learners on the Home Language Survey take the AZELLA placement test, and the students' proficiency scores determine appropriate placement for instruction. Students who have been placed into an English language learner program will also take the AZELLA reassessment once per year until they achieve proficiency. Students who have scored proficient on the AZELLA are then monitored for two years to help ensure success after their move into a mainstream classroom.



General Information	Test Coordinator	Resources
Contact Information		

- [SPEAKING Rubrics for Stages I-V \(PDF\)](#)
- [WRITING Rubric for Stages I-V \(PDF\)](#)
- [Introduction to the Stages III-V Sample Tests \(PP\)](#)

- ▶ [Stage I Sample Test](#)
- ▶ [Stage II Sample Test](#)
- ▶ [Stage III Sample Test](#)
- ▶ [Stage IV Sample Test](#)
- ▶ [Stage V Sample Test](#)
- ▶ [AZELLA Blueprints and PLDs](#)

# Insider Tips

# The Pros Practice Bias-free Scoring

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- Do not allow your scores to be influenced by preconceived ideas you may have about what constitutes good writing or what an ELL student should be able to demonstrate in a writing assessment.
- Do not be influenced by your personal history with a student.
- Do not be influenced by the gender, socioeconomic status, personality, political or religious viewpoints, or the emotional content evidenced in the students' writing responses.
- Do not be influenced by the response appearance such as style, tidiness and size.

# **Connect to the Classroom**



# Using the Writing Responses to the AZELLA Sample Test to Improve Learning

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Remember! The scoring rubrics are standard-based

To **score**: look at the responses using a **holistic approach**

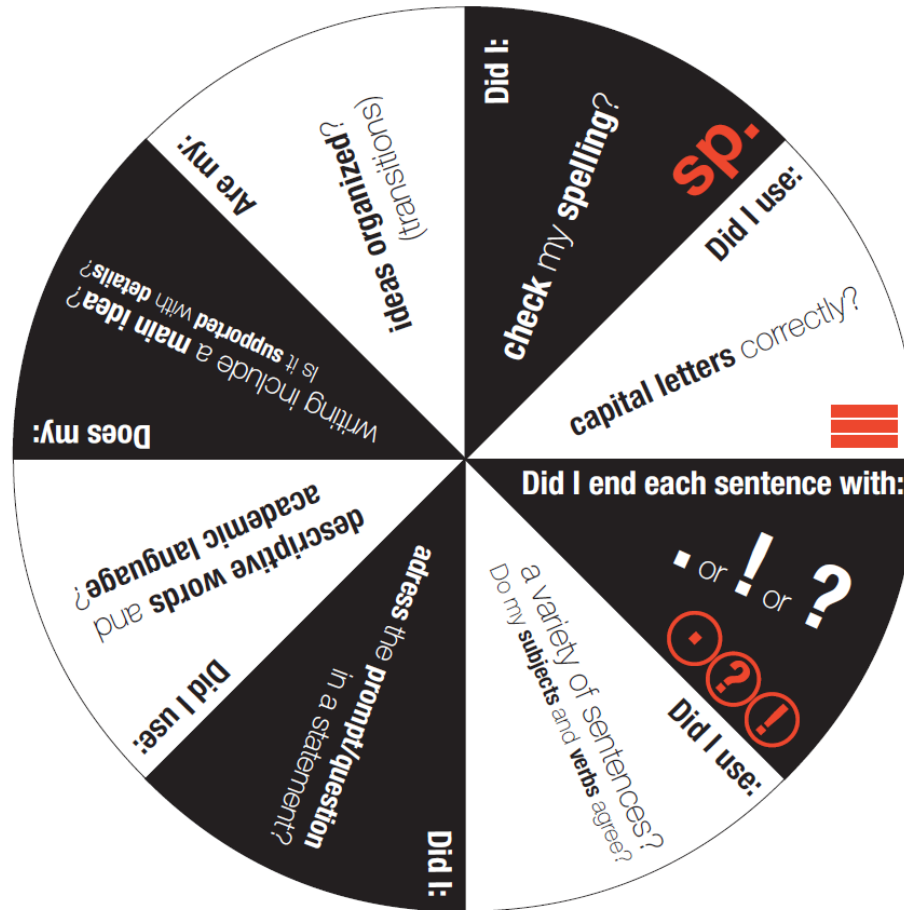
To **improve instruction**: take **discrete elements** into consideration to

- Identify strengths (e.g., minimal errors in capitalization)
- Isolate weaknesses (e.g., spelling errors impede comprehension - homophones)
- Give feedback and set instructional goals



- There is a stack of paper that you can use to fight on. Did you know that paper is made out of wood. 
- You can use paper to fight, draw, and do what you want to. Like the girl in the picture. Her asichment is complete. Now she is going to throw the paper in the recycling bin.
- If you don't know what a recycling bin is just look for the symbol, the three arrows. The symbol for the three arrows means to keep on going. The more paper you recycle the more you can use.
- Some time's the paper you recycle becomes newspaper. Newspaper can be recycled to so is not only paper can be recycled ~~there~~ are many other things that can be recycled to. 

# AZELLA Writing Rubric Checklist Wheel



Located at <http://www.azed.gov/assessment/azella/> under the **Resources** tab

# Questions?



# Thank you!