# NYSESLAT
## Spring 2005

## Grades 2 - 4

## Writing
## Anchors
## Annotated

# Writing

**DIRECTIONS** **Look at the picture. Write about what you see in the picture. Tell a story about this picture. Use your ideas from the Pre-Writing questions to help you write the story.**

1

we is pitin the

- Response is insufficient to show any control of writing conventions

**ANCHOR 0**

# Writing

**DIRECTIONS** **Look at the picture. Write about what you see in the picture. Tell a story about this picture. Use your ideas from the Pre-Writing questions to help you write the story.**

**1**

his boy about wos in Perse there dis biocr
he is about a so mene Pept donwe boy
doy the men wos is sed Pot cen Sen the so on
Cen the Peod wos dom so a men don

- Insufficient - incoherent response
- Insufficient information to show any control of writing conventions "he is about a" –other portions that can be read are not coherent "his boy about was"

**ANCHOR 0**

# Writing

**DIRECTIONS** Look at the picture. Write about what you see in the picture. Tell a story about this picture. Use your ideas from the Pre-Writing questions to help you write the story.

**1**

there wasa hig bayHe wasPickisoceIIP
HewasKeNaPPoLI8

- No control of writing conventions
- Serious errors in spelling make this response incoherent

**ANCHOR 0**

# Writing

**DIRECTIONS** **Look at the picture. Write about what you see in the picture. Tell a story about this picture. Use your ideas from the Pre-Writing questions to help you write the story.**

1

and/swing ham brgre
and bird and shark

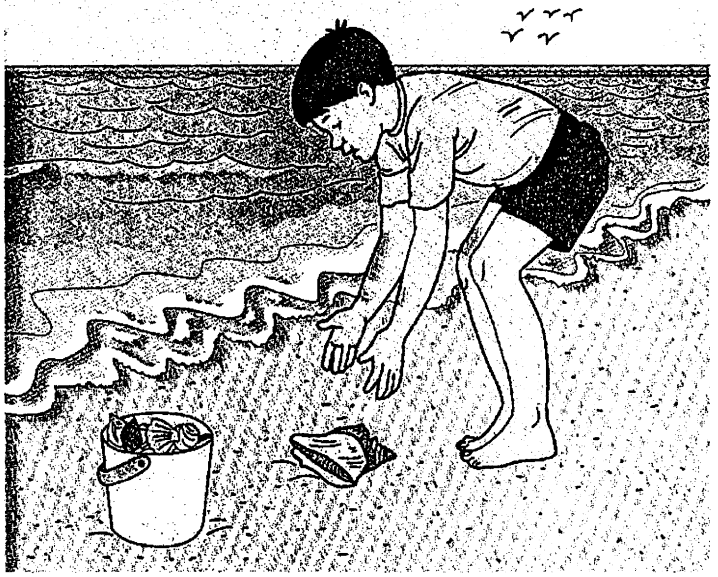
- A minimal 1 - Little control of conventions
- Spelling errors that cause confusion about meaning
- Writing is insufficient to warrant more than a minimal score

**ANCHOR 1**

# Writing

**DIRECTIONS** **Look at the picture. Write about what you see in the picture. Tell a story about this picture. Use your ideas from the Pre-Writing questions to help you write the story.**

1



A boy at the beach he is calling spells.

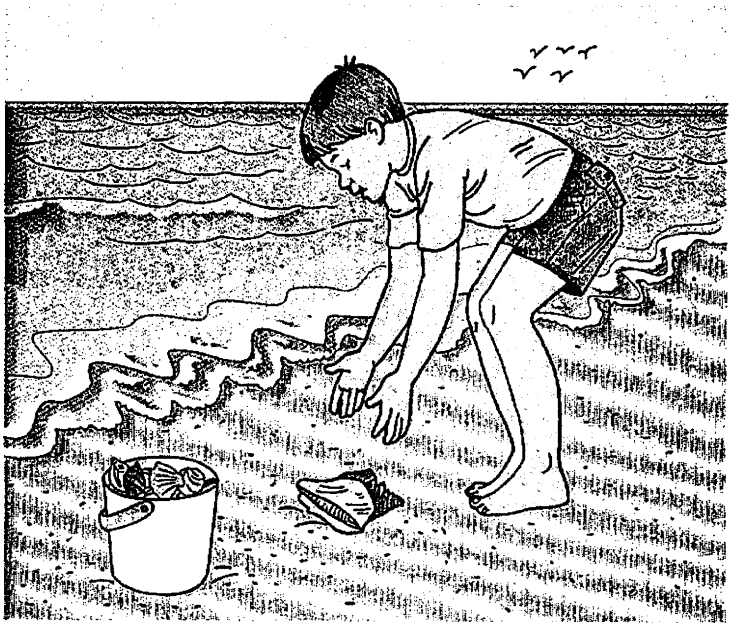
- Little control of writing conventions
- Minimal evidence of sentence structure
- Spelling and usage errors cause confusion

**ANCHOR 1**

# Writing

**DIRECTIONS** **Look at the picture. Write about what you see in the picture. Tell a story about this picture. Use your ideas from the Pre-Writing questions to help you write the story.**

1



The box go to The beshe. he pikt a sulve he finds a lute uve sulve and He play in The beShe.

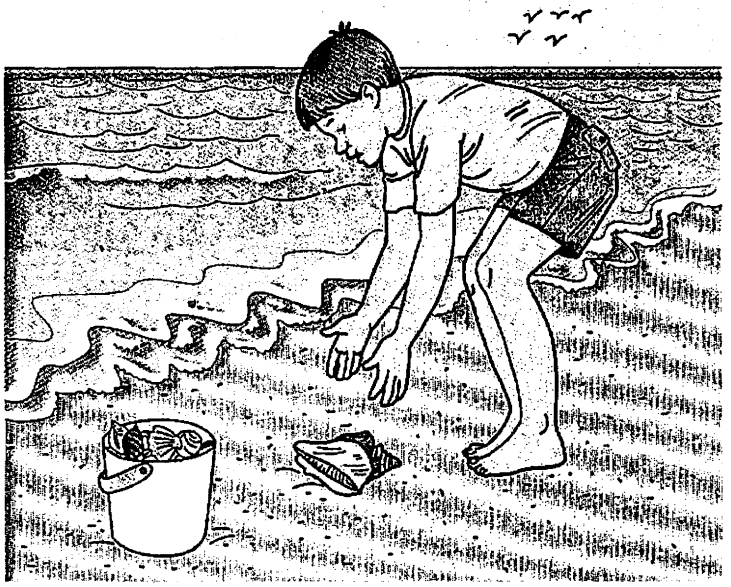
- Little control
- Serious errors in mechanics and grammar cause confusion about meaning
- Does show the beginnings of an idea (telling a story) and minimal sequencing

**ANCHOR 1**

# Writing

**DIRECTIONS** **Look at the picture. Write about what you see in the picture. Tell a story about this picture. Use your ideas from the Pre-Writing questions to help you write the story.**

1



the boy look like He is
peking up the Caos to make
the bech klener and niseer
So people kide sem in it so
and kids kid play Sane Kasow

- Little control
- Shows the beginnings of a story with minimal sequencing
- Serious errors in mechanics cause confusion about the meaning
- Ideas make it a high level score point one

* The boy look like he is picking up the shells to make the beach cleaner and nicer so people can swim in it so and kids can play sand castles

**ANCHOR 1**

# Writing

**DIRECTIONS** **Look at the picture. Write about what you see in the picture. Tell a story about this picture. Use your ideas from the Pre-Writing questions to help you write the story.**

1

one day a boy want to a bech. and he bot sum hot dog and dan he want home.

- Some control
- Simple sentences structure
- Response is brief but shows some sequencing of ideas

* one day a boy went to a beach. and he bought some hot dog. and then he went home

**ANCHOR 2**

# Writing

**DIRECTIONS** **Look at the picture. Write about what you see in the picture. Tell a story about this picture. Use your ideas from the Pre-Writing questions to help you write the story.**

1

I See a boy in the sea.
I see a bucket with shells.
I see the boy cleting shells.
He looks like he like the beach.
The boy have o

- Some control of conventions
- Sentence structure is simple but correct
- Writing is not sufficient in length to show complex ideas although it is sequenced and shows some ability to tell a story

**ANCHOR 2**

# Writing

**DIRECTIONS** Look at the picture. Write about what you see in the picture. Tell a story about this picture. Use your ideas from the Pre-Writing questions to help you write the story.

**1**

It is a bay. He at The sandy
He see the scale. He pecste up.
He put it om The Butcan. and
He is Play with The scale
and The water is tichin The
sandy. He have No chost. and He
Here bir bird fly anot it is

Writing

little bird. it is fly up in The sky. The Osinp it is Big and it have fish. he have a move scale. How many bird six bird are flying in The sky. He see scale. How many scale like 16 I like He is in The bechean.

- Some control of mechanics, sentence structures and vocabulary
- Numerous spelling errors cause confusion about meaning
- The control of sentences, a more specific vocabulary and the increased complexity of ideas(story telling) make this a high level 2

**ANCHOR 2**

# Writing

**DIRECTIONS** **Look at the picture. Write about what you see in the picture. Tell a story about this picture. Use your ideas from the Pre-Writing questions to help you write the story.**

**1**

At The beech

Once a boy name RiPDick went to the beech with his parant he bought with him a bucket to pick shells, When the boy got to the beech he start to pick out shells on the sand ground, he pick alot of

**Writing**

shell and went home.

- General control of conventions
- Appropriate vocabulary
- Errors do not cause confusion about meaning
- Although brief the control and complexity of sentences as well as evidence of complex ideas move this to the low 3 score

**ANCHOR 3**

# Writing

**DIRECTIONS** **Look at the picture. Write about what you see in the picture. Tell a story about this picture. Use your ideas from the Pre-Writing questions to help you write the story.**

**1**

He is a boy and hais white. The boy is in the beach theres water and shells. The boy is picking up shells. You could play, they could swim, they could have a pick nicke. When it is very hot you could get sunbrans they hurt a lot. They could have a buk-be-cue

- General control of writing conventions, sentence variety and vocabulary
- Some errors in structure and spelling that do not cause confusion about the meaning
- Sufficient length to show some evidence of complex ideas (story telling) sequencing

**ANCHOR 3**

# Writing

**DIRECTIONS** **Look at the picture. Write about what you see in the picture. Tell a story about this picture. Use your ideas from the Pre-Writing questions to help you write the story.**

1

It was a sunny day Tom and his family went to the breach. They went to swimming. They went to play sand and Tom went to pick chelle.

In the afternoon they ate sandwich and chicken wing.

In the evening they went back home.

Writing

Tom say it was a happy day.

- General control of writing conventions
- Some sentence variety, paragraphing and transitions
- Has some structure problems but they do not cause confusion
- Writing is of sufficient length to show some complex ideas and sequencing of events to tell a story
- The level of control and complex ideas make this a higher level 3; the structure errors keep it from being a 4

**ANCHOR 3**

# Writing

**DIRECTIONS** **Look at the picture. Write about what you see in the picture. Tell a story about this picture. Use your ideas from the Pre-Writing questions to help you write the story.**

1

I I See a boy. I think the person it like a collector and hes tall, wihte and His hair is half Ovel. He is wearing short and a t shirt. He is in the beach, Its peacfull, clean and butifull. I see shelles and birds. This person is collecting shelles and he is bending down to get them. I have been to a place like

**ANCHOR 4**

Writing

this. People usually like that its clean about this place.

- Control of writing conventions
- Occasional errors in spelling and grammar do not cause confusion
- Writing has sufficient length, complexity of ideas, sentence variety and appropriate precise vocabulary

**ANCHOR 4**

# Writing

**DIRECTIONS** **Look at the picture. Write about what you see in the picture. Tell a story about this picture. Use your ideas from the Pre-Writing questions to help you write the story.**

1

Once there was a boy named John, One time John and his family went to a beach, John loved going to the beach. When John and his family arived, John went to the hot sand and started collecting a bunch of colorful shells. "This is going to be my shell collection,"

Writing

said Jonh. Then he started to collect even more.

- Although brief this response shows near mastery of spelling, structure and mechanics (uses dialogue with correct punctuations)
- Sentence variety and some advanced mechanics, as well the complexity of ideas (writing a more story-like response) make this a 4

**ANCHOR 4**

# Writing

**DIRECTIONS** **Look at the picture. Write about what you see in the picture. Tell a story about this picture. Use your ideas from the Pre-Writing questions to help you write the story.**

1

One day John went to the Palm Beach in Florida with his parent. They decided to go on Saturday Feb. 21. John was happy that he got to go the beach. So they went.

At first John went swimmingin the sea with his dad. His mother took the chairs out

Writing

and the refrigator with the cold drinks. So John's dad sat in one of the chairs with John's mother. They each got a drink from the refrigator and they start drinking the cold drink. John's sister Kelly was building a sand castle with John's brother Lilo. Then John saw a lot of shell that looks beautiful on the sand. He went and get the shell and put them in a bastet. He collected many shells. He added them into his collection. He love collecting shell. Last year he collect some beautiful shells and he give it to his mom for her birthday.

The family had a lot of fun. They drink cold drinks. They swim in the sea. They sat in the chairs. They also built sand castles. Lilo was very happy.

Writing

So did the whole family. They were all happy that they had alot of fun at the beach. They were surprised that they all had alot of fun.

- Demonstrates near mastery of all writing conventions
- Occasional errors do not cause confusion about meaning
- Writing shows complex ideas (tells a story with appropriate specific vocabulary, sequencing and transitions)

**ANCHOR 4**