



Indiana Department of Education
SUPPORTING STUDENT SUCCESS

ISTEP+: English 10

End-of-Course Assessment

Released Items and Scoring Notes

Introduction

Indiana students enrolled in English 10 participated in the *ISTEP+: English 10 Graduation Examination* End-of-Course Assessment (ECA) during the 2009-2010 test administration windows. The English 10 ECA consists of three item types which contribute to a student's scale score: multiple-choice, constructed response and a writing prompt. It is important to keep in mind that a significant portion of a student's score is calculated from the multiple-choice items on the assessment, which are not addressed within this document.

This document consists of open-ended items from the Spring 2010 administration and includes:

- Sample released open-ended questions
- Rubrics used by trained evaluators to score student responses
- Sample papers used by trained evaluators to distinguish between rubric score point values
- Annotations describing the rationale for scoring student responses

The purpose of this guide is to provide additional English 10 ECA sample items and to model the types of items that are scored using rubrics.

Writing Prompt

Question 1

“We must reach out our hand in friendship and dignity both to those who would befriend us and those who would be our enemy.”

Arthur Ashe (1943-1993)

Think about this quotation. Tell about a time you reached out to someone or someone reached out to you. Explain how the incident affected your life, your beliefs, or relationship with the person. Your personal essay should describe the incident and give specific details.

Your writing will be scored on the following aspects:

- Ideas and content: Does your writing accomplish the assigned task?
- Organization: Does your writing contain an introduction, a body, and a conclusion?
- Style: Do the language and vocabulary in your writing help to convey a clear message and to create interest?
- Voice: Are the tone and language appropriate for your intended audience?
- Language Conventions: Have you used correct sentence structure, grammar, and punctuation?

Writing Applications Rubric Grades 5–12

SCORE POINT 6

A Score Point 6 paper is rare. It fully accomplishes the task in a thorough and insightful manner and has a distinctive quality that sets it apart as an outstanding performance.

Ideas and Content

Does the writing sample fully accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it

- present a unifying theme or main idea without going off on tangents?
- stay completely focused on topic and task?

Does the writing sample include thorough, relevant, and complete ideas? Does it

- include in-depth information and exceptional supporting details that are fully developed?
- fully explore many facets of the topic?

Organization

Are the ideas in the writing sample organized logically? Does the writing

- present a meaningful, cohesive whole with a beginning, a middle, and an end (i.e., include an inviting introduction and a strong conclusion)?
- progress in an order that enhances meaning?
- include smooth transitions between ideas, sentences, and paragraphs to enhance meaning of text (i.e., have a clear connection of ideas and use topic sentences)?

Style

Does the writing sample exhibit exceptional word usage? Does it

- include vocabulary to make explanations detailed and precise, descriptions rich, and actions clear and vivid (e.g., varied word choices, action words, appropriate modifiers, sensory details)?
- demonstrate control of a challenging vocabulary?

Does the writing sample demonstrate exceptional writing technique?

- Is the writing exceptionally fluent?
- Does it include varied sentence patterns, including complex sentences?
- Does it demonstrate use of writer's techniques (e.g., literary conventions such as imagery and dialogue and/or literary genres such as humor and suspense)?

Voice

Does the writing sample demonstrate effective adjustment of language and tone to task and reader? Does it

- exhibit appropriate register (e.g., formal, personal, or dialect) to suit task?
- demonstrate a strong sense of audience?
- exhibit an original perspective (e.g., authoritative, lively, and/or exciting)?

NOTE: These scoring rubrics are used with statewide assessments in Grades 5–12.

Writing Applications Rubric Grades 5–12

SCORE POINT 5

A Score Point 5 paper represents a solid performance. It fully accomplishes the task, but lacks the overall level of sophistication and consistency of a Score Point 6 paper.

Ideas and Content

Does the writing sample fully accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it

- present a unifying theme or main idea without going off on tangents?
- stay focused on topic and task?

Does the writing sample include many relevant ideas? Does it

- provide in-depth information and more than adequate supporting details that are developed?
- explore many facets of the topic?

Organization

Are the ideas in the writing sample organized logically? Does the writing

- present a meaningful, cohesive whole with a beginning, a middle, and an end (i.e., include a solid introduction and conclusion)?
- progress in an order that enhances meaning of text?
- include smooth transitions (e.g., use topic sentences) between sentences and paragraphs to enhance meaning of text? (Writing may have an occasional lapse.)

Style

Does the writing sample exhibit very good word usage? Does it

- include vocabulary to make explanations detailed and precise, descriptions rich, and actions clear and vivid?
- demonstrate control of vocabulary?

Does the writing sample demonstrate very good writing technique?

- Is the writing very fluent?
- Does it include varied sentence patterns, including complex sentences?
- Does it demonstrate use of writer's techniques (e.g., literary conventions such as imagery and dialogue and/or literary genres such as humor and suspense)?

Voice

Does the writing sample demonstrate effective adjustment of language and tone to task and reader? Does it

- exhibit appropriate register (e.g., formal, personal, or dialect) to suit task?
- demonstrate a sense of audience?
- exhibit an original perspective (e.g., authoritative, lively, and/or exciting)?

NOTE: These scoring rubrics are used with statewide assessments in Grades 5–12.

Writing Applications Rubric Grades 5–12

SCORE POINT 4

A Score Point 4 paper represents a good performance. It accomplishes the task, but generally needs to exhibit more development, better organization, or a more sophisticated writing style to receive a higher score.

Ideas and Content

Does the writing sample accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it

- present a unifying theme or main idea? (Writing may include minor tangents.)
- stay mostly focused on topic and task?

Does the writing sample include relevant ideas? Does it

- include sufficient information and supporting details? (Details may not be fully developed; ideas may be listed.)
- explore some facets of the topic?

Organization

Are the ideas in the writing sample organized logically? Does the writing

- present a meaningful whole with a beginning, a middle, and an end despite an occasional lapse (e.g., a weak introduction or conclusion)?
- generally progress in an order that enhances meaning of text?
- include transitions between sentences and paragraphs to enhance meaning of text? (Transitions may be rough, although some topic sentences are included.)

Style

Does the writing sample exhibit good word usage? Does it

- include vocabulary that is appropriately chosen, with words that clearly convey the writer's meaning?
- demonstrate control of basic vocabulary?

Does the writing sample demonstrate good writing technique?

- Is the writing fluent?
- Does it exhibit some varied sentence patterns, including some complex sentences?
- Does it demonstrate an attempt to use writer's techniques (e.g., literary conventions such as imagery and dialogue and/or literary genres such as humor and suspense)?

Voice

Does the writing sample demonstrate an attempt to adjust language and tone to task and reader? Does it

- generally exhibit appropriate register (e.g., formal, personal, or dialect) to suit task? (The writing may occasionally slip out of register.)
- demonstrate some sense of audience?
- attempt an original perspective?

NOTE: These scoring rubrics are used with statewide assessments in Grades 5–12.

Writing Applications Rubric Grades 5–12

SCORE POINT 3
<p>A Score Point 3 paper represents a performance that minimally accomplishes the task. Some elements of development, organization, and writing style are weak.</p>
<p>Ideas and Content</p> <p>Does the writing sample minimally accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it</p> <ul style="list-style-type: none"> • attempt a unifying theme or main idea? • stay somewhat focused on topic and task? <p>Does the writing sample include some relevant ideas? Does it</p> <ul style="list-style-type: none"> • include some information with only a few details, or list ideas without supporting details? • explore some facets of the topic?
<p>Organization</p> <p>Is there an attempt to logically organize ideas in the writing sample? Does the writing</p> <ul style="list-style-type: none"> • have a beginning, a middle, or an end that may be weak or absent? • demonstrate an attempt to progress in an order that enhances meaning? (Progression of text may sometimes be unclear or out of order.) • demonstrate an attempt to include transitions? (Are some topic sentences used? Are transitions between sentences and paragraphs weak or absent?)
<p>Style</p> <p>Does the writing sample exhibit ordinary word usage? Does it</p> <ul style="list-style-type: none"> • contain basic vocabulary, with words that are predictable and common? • demonstrate some control of vocabulary? <p>Does the writing sample demonstrate average writing technique?</p> <ul style="list-style-type: none"> • Is the writing generally fluent? • Does it contain mostly simple sentences (although there may be an attempt at more varied sentence patterns)? • Is it generally ordinary and predictable?
<p>Voice</p> <p>Does the writing sample demonstrate an attempt to adjust language and tone to task and reader? Does it</p> <ul style="list-style-type: none"> • demonstrate a difficulty in establishing a register (e.g., formal, personal, or dialect)? • demonstrate little sense of audience? • generally lack an original perspective?

NOTE: These scoring rubrics are used with statewide assessments in Grades 5–12.

Writing Applications Rubric Grades 5–12

SCORE POINT 2

A Score Point 2 paper represents a performance that only partially accomplishes the task. Some responses may exhibit difficulty maintaining a focus. Others may be too brief to provide sufficient development of the topic or evidence of adequate organizational or writing style.

Ideas and Content

Does the writing sample only partially accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it

- attempt a main idea?
- sometimes lose focus or ineffectively display focus?

Does the writing sample include few relevant ideas? Does it

- include little information and few or no details?
- explore only one or two facets of the topic?

Organization

Is there a minimal attempt to logically organize ideas in the writing sample?

- Does the writing have only one or two of the three elements: beginning, middle, and end?
- Is the writing sometimes difficult to follow? (Progression of text may be confusing or unclear.)
- Are transitions weak or absent (e.g., few or no topic sentences)?

Style

Does the writing sample exhibit minimal word usage? Does it

- contain limited vocabulary? (Some words may be used incorrectly.)
- demonstrate minimal control of vocabulary?

Does the writing sample demonstrate minimal writing technique?

- Does the writing exhibit some fluency?
- Does it rely mostly on simple sentences?
- Is it often repetitive, predictable, or dull?

Voice

Does the writing sample demonstrate language and tone that may be inappropriate to task and reader? Does it

- demonstrate use of a register inappropriate to the task (e.g., slang or dialect in a formal setting)?
- demonstrate little or no sense of audience?
- lack an original perspective?

NOTE: These scoring rubrics are used with statewide assessments in Grades 5–12.

Writing Applications Rubric Grades 5–12

SCORE POINT 1

A Score Point 1 paper represents a performance that fails to accomplish the task. It exhibits considerable difficulty in areas of development, organization, and writing style. The writing is generally either very brief or rambling and repetitive, sometimes resulting in a response that may be difficult to read or comprehend.

Ideas and Content

Does the writing sample fail to accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Is it

- difficult for the reader to discern the main idea?
- too brief or too repetitive to establish or maintain a focus?

Does the writing sample include very few relevant ideas?

- Does it include little information with few or no details or unrelated details?
- Is it unsuccessful in attempts to explore any facets of the prompt?

Organization

Are the ideas in the writing sample organized illogically?

- Does it have only one or two of the three elements: beginning, middle, or end?
- Is it difficult to follow, with the order possibly difficult to discern?
- Are transitions weak or absent (e.g., without topic sentences)?

Style

Does the writing sample exhibit less than minimal word usage? Does it

- contain limited vocabulary, with many words used incorrectly?
- demonstrate minimal or less than minimal control of vocabulary?

Does the writing sample demonstrate less than minimal writing technique? Does it

- lack fluency?
- demonstrate problems with sentence patterns?
- consist of writing that is flat and lifeless?

Voice

Does the writing sample demonstrate language and tone that may be inappropriate to task and reader? Does it

- demonstrate difficulty in choosing an appropriate register?
- demonstrate a lack of a sense of audience?
- lack an original perspective?

NOTE: These scoring rubrics are used with statewide assessments in Grades 5–12.

ISTEP+ Language Conventions Rubric
Grades 9-12

(Approved August, 2004)

Students will write using standard English conventions as defined in the Indiana Academic Standards for their grade and for all previous grades.	
Score Point 4	<p><i>Does the writing sample exhibit superior command of language skills?</i></p> <p>A Score Point 4 paper exhibits a superior command of written English language conventions. The paper provides evidence that the student has a thorough control of the concepts outlined in the Indiana Academic Standards associated with the student's grade level. In a Score Point 4 paper, there are no errors that impair the flow of communication. Errors are generally of the first-draft variety or occur when the student attempts sophisticated sentence construction.</p> <ul style="list-style-type: none"> • Does the writing sample demonstrate superior command of capitalization conventions? • Does the writing sample demonstrate superior command of the mechanics of punctuation? • Does the writing sample demonstrate superior command of grade-level appropriate spelling? • Does the writing sample demonstrate superior command of grammar and English usage? • Does the writing sample demonstrate superior command of paragraphing? • Does the writing sample demonstrate superior command of sentence structure by not using run-on sentences or sentence fragments?
Score Point 3	<p><i>Does the writing sample exhibit good control of language skills?</i></p> <p>In a Score Point 3 paper, errors are occasional and are often of the first-draft variety; they have a minor impact on the flow of communication.</p> <ul style="list-style-type: none"> • Does the writing sample demonstrate good control of capitalization conventions? • Does the writing sample demonstrate good control of the mechanics of punctuation? • Does the writing sample demonstrate good control of grade-level appropriate spelling? • Does the writing sample demonstrate good control of grammar and English usage? • Does the writing sample demonstrate good control of paragraphing? • Does the writing sample demonstrate good control of sentence structure by only occasionally using run-on sentences or sentence fragments?
Score Point 2	<p><i>Does the writing sample exhibit fair control of language skills?</i></p> <p>In a Score Point 2 paper, errors are typically frequent and may occasionally impede the flow of communication.</p> <ul style="list-style-type: none"> • Does the writing sample demonstrate fair control of capitalization conventions? • Does the writing sample demonstrate fair control of the mechanics of punctuation? • Does the writing sample demonstrate fair control of grade-level appropriate spelling? • Does the writing sample demonstrate fair control of grammar and English usage? • Does the writing sample demonstrate fair control of paragraphing? • Does the writing sample demonstrate fair control of sentence structure by frequently using run-on sentences or sentence fragments?
Score Point 1	<p><i>Does the writing sample exhibit minimal or less than minimal control of language skills?</i></p> <p>In a Score Point 1 paper, errors are serious and numerous. The reader may need to stop and reread part of the sample and may struggle to discern the writer's meaning.</p> <ul style="list-style-type: none"> • Does the writing sample demonstrate only minimal control of capitalization conventions? • Does the writing sample demonstrate only minimal control of the mechanics of punctuation? • Does the writing sample demonstrate only minimal control of grade-level appropriate spelling? • Does the writing sample demonstrate only minimal control of grammar and English usage? • Does the writing sample demonstrate only minimal control of paragraphing? • Does the writing sample demonstrate only minimal control of sentence structure by using many run-on sentences or sentence fragments?

NOTES: *The elements of this rubric are applied holistically; no element is intended to supersede any other element. The variety and proportion of errors in relation to the length of the writing sample are considered. A very brief paper, consisting of two or three sentences, may receive no more than two score points.*

Question 1, Sample A

Writing Applications Score Point 6

Language Conventions Score Point 4

A few months ago, the mother of a freshman girl passed away. I'd only met the girl once before, at one of our school's football games, and hadn't really talked to her since. In fact, I'd taken an immediate dislike to this girl, convinced after our first meeting that she was a "stupid, generic freshman". I would have never thought that over half a year after our meeting, a few months after the death of her mother, we'd be brought together, standing as best friends. Nor would I have thought that she, who helps me sort through all my problems, would seek my help coping with her mother's death. Fate can work in funny ways.

I met E. for the first time back in September, through a friend-of-a-friend. Our "group" was supposed to walk over to her house, and from there her dad was going to drive us to the high school for the football game. I really didn't give it much thought when we'd first walked over there-I was just grateful that someone was giving us a ride, that we didn't have to walk in our uncomfortable sandals all the way to the high school. My very first impression of E. was that she was nice. She warmly invited us all into her house, though half of us were unfamiliar to her. She introduced herself to us one by one, looking us each in the eye as she did so and, to my surprise, greeting us all with a big hug. Being the snotty sophomore I am, I was annoyed by this-I assumed that she was just a dumb freshman, trying to act like she was cool with the sophmores by hugging us all. For some reason, her naive thinking that she was already "one of us" bothered me, and I gave her the cold shoulder for the rest of the evening. The whole game was torture with her constantly yipping at our sides. Her sense of humor was immature and generic, and the way she kept trying to show off was beyond irritating. She also got really flirty with the male portion of our group-something that earned her contempt from the female portion. I was beyond relieved when that night was over, gabbing on the phone all night with my best friend over how "freshman" E. was, and how she wasn't welcome in our group. Blind to my own immaturirty, I set out to make her feel that way.

The months passed, and E. and I made no contact since that night in September. Sure, she still hung around with a few of the members of our group, especially one of the guys, N., which boiled the blood of my best friend J., who'd been crushing on N. for a few months. We'd go to N.'s locker every morning before class started to talk and share a laugh, and E. was by his side the whole time, laughing too loudly at everything he'd say and hugging him to frequently. I was shocked on one Monday morning to not see E. at his side, the goofy smile that was also always present on his face gone as well. I opened my mouth to question both of this missing things, but N.'s words were out before mine. He informed us quietly that E.'s mom had died the previous night, and that she wouldn't be at school all week. My mouth snapped shut-there was nothing left to say. My stomach lurched,

and my eyes water-any girl, no matter how irritating, should never have to pay the price of losing their mother. I walked away. The weeks passed, and still, even after her return to school, E. and I never spoke once. Her mother's funeral passed, which I regret not attending, having been talked out of it by J. When I would see E. around school, she would still laugh and play like before, but the shine in her eyes had dulled out completely. Even when she was with N., with their arms around each other, her eyes were still flat, vacant. Before long, the two were dating-no surprise to anyone besides me or J., the only ones out of the "loop" with E. The news really meant nothing to me, but for J., it was as if all hell had broken loose. This enticed her to send one of the nastiest emails I have ever read to E.-a breaking point for E., and a breaking point for me, as well. This irritating, show-offy, generic freshman deserved none of it...especially strong opposition from an immature, self-absorbed, overly-judgemental sophomore like me, and J., in the case of the email. That night, I blindly picked up the phone and punched in E.'s number, which I'd gotten out of N. earlier that day. Saying that that is one of the best decisions I've ever made would be a cruel understatement.

Before E. could say a word, cry about her mother, about the cruel way my friends and I had treated her, I choked out my apology, speaking too quickly and not making much sense at all. I was prepared for her to scream obscenities at me, to reject me, in which case I would calmly hang up the phone. But that wasn't the case at all-E. accepted me, accepted me with open arms just like on the day we'd met. She'd accepted me with a smile and without hatred or contempt-she gave me a second chance, and she was happy about it. Every night since then, we would email or call each other, talking about her mother, N., her past...everything that was troubling her. Though I sincerely doubted it, she assured me that my advice was what was getting her through all this, my friendship, my nurturing was helping her survive. I started to cry when she told me I was her best friend, and she cried even more when I called her mine.

Ever since, we've been best friends, we've bonded on more than just me giving her advice and soothing words in an attempt to assist her on getting by from day to day. We've had some pretty fun times, believe it or not, because the "stupid, generic freshman", turned out to be brilliant, original, and wise beyond her school title. She is, and always will be, my very best friend.

Notes for Question 1, Sample A

Writing Applications

Score Point 6

The following list describes a writing sample (shown above) that earns a Score Point 6 using the ISTEP+ Writing Applications Rubric.

This sample

- fully accomplishes the task and addresses all specific points of the prompt (i.e., tells about a time you reached out to someone or they reached out to you; how this affected your life, your beliefs, or your relationship with the person; and describes the incident with specific details)
- stays completely focused on the topic
- provides in-depth information and strong supporting details that are fully developed (e.g., *She introduced herself to us one by one, looking us each in the eye as she did so and, to my surprise, greeting us with a big hug.*)
- organizes ideas logically and creates a meaningful, cohesive whole; has an engaging introduction, well-composed middle, and a strong conclusion (e.g., *I would have never thought that over half a year after our meeting, a few months after the death of her mother, we'd be brought together, standing as best friends.*)
- demonstrates very good word usage with excellent writing technique, varying vocabulary throughout the essay (e.g., *My stomach lurched. . .*)
- is fluent and easy to read; the writer includes varied sentence patterns, including complex sentences (e.g., *I started to cry when she told me I was her best friend, and she cried even more when I called her mine.*)
- displays an appropriate personal register and effectively adjusts language and tone to the task (e.g., *We've had some pretty fun times, believe it or not, because the "stupid, generic freshman", turned out to be brilliant, original, and wise beyond her school title.*)

Note: A Score Point 6 paper is an outstanding performance and therefore is rare. It fully accomplishes the task in a thorough and insightful manner and has a distinctive quality that sets it apart as an outstanding performance.

Language Conventions

Score Point 4

The following list describes a writing sample (shown above) that earns a Score Point 4 using the ISTEP+ Language Conventions Rubric.

This sample

- uses correct capitalization
- has mostly correct punctuation with occasional misused commas
- has a few spelling errors (e.g., *sophomore, decisions*)
- has mostly correct grammar and word usage (e.g., *to frequently* and *this missing things*)
- uses paragraphs correctly

Question 1, Sample B

Writing Applications Score Point 5

Language Conventions Score Point 4

One specific time that I can remember is when my coach for the baseball team for Hometown was teaching me more about the game while I was in 8th grade. He taught me many things that I never would have thought were important, but they really helped me out for my season now. He taught me that even the little things matter and scouts look at some of those little things that some think that do not matter. His teaching me more about the game has made an impact on how I think when I am out there on the field.

Every Sunday my coach and I would come up to Hometown and work on hitting in the cage and fielding ground balls. This affected my life because it made me feel good about myself and made me think that he has enough confidence in me to be good. I'm glad that I chose to come to Hometown and have him as a coach because I think that we are the smartest team around and by using the small ball techniques we beat a lot of the other teams. My understanding of the game has changed so much since he's been teaching me. I know that all of my other teammates feel the same way as well. He works us until we get it perfect and that's what a good coach should do. Mr. K. has made a big impact on my baseball career and I believe he will help me get into a good college for baseball.

My beliefs have changed about how I used to play the game and how I play now. I'm always thinking about what I'm going to do if the ball is hit to me. Constantly thinking ahead one play at a time, he taught me how to do that as well and it really keeps you in the game and makes you move where you have to be. He changed my beliefs on how hard you really have to work to be good. I used to think that baseball was a cake walk and running or working hard would never be an issue. Once I stepped onto the big diamond everything changes, but that is a positive belief that I have now and makes me want to work hard. If your beliefs aren't dedicated to being a hard worker or knowing what is going on at all times then you will probably not be successful. At least not as successful as the team that we play for at Hometown will be. The beliefs that I have realized were wrong in previous years is a positive step in my life.

The bond that K. and I have formed is a pretty strong one. We know when to joke around with each other and when to be serious. He knows that the game is all a mental thing with me so he will talk to me in private and tell me if I'm doing anything wrong. I can also tell when things start boiling up in his head and that's when I know to just leave him alone. He will never yell at someone for making an error, but after you get in the dugout he will tell you what you did wrong. If him and I would not have worked on Sundays I don't think that the friendship would be as strong. He's a fun guy to be around and always knows how to cheer you up. From the

hardworking Sunday afternoons we have created a pretty strong bond in my opinion.

There have been many times that I have disliked K. at times but that is the name of the game. I just realize that he's just trying to help me out and make me a better ball player. I never knew what kind of mood he was going to be in because I barely even knew the guy when I was in 8th grade, but it seemed that he was always happy playing the game he loved. We would have fun when we would work on baseball things and that is what made everything work out and made us develop a bond today. K. is the best coach in the area in our teams opinion and we all have our mind on one thing and one thing only and that is getting that state championship ring. Maybe not this year but we have a good shot at it for next year. K.is a great guy and I'm glad he reached out to me and helped me with the game of baseball.

Notes for Question 1, Sample B

Writing Applications

Score Point 5

The following list describes a writing sample (shown above) that earns a Score Point 5 using the ISTEP+ Writing Applications Rubric.

This sample

- fully accomplishes the task and addresses all specific points of the prompt (i.e., tells about a time you reached out to someone or they reached out to you; how this affected your life, your beliefs, or your relationship with the person; and describes the incident with specific details)
- stays focused on the topic
- includes many relevant ideas that are fully developed (e.g., *This affected my life because it made me feel good about myself and made me think that he has enough confidence in me to be good.*)
- is organized logically and cohesively with a clear introduction, well developed body, and a solid conclusion (e.g., *He taught me many things that I never would have thought were important, but they really helped me out for my season now.*)
- exhibits more than adequate word usage demonstrating good writing technique (e.g., *I used to think that baseball was a cake walk and running or working hard would never be an issue.*)
- is easy to read; uses varied sentence patterns, including complex sentences (e.g., *He will never yell at someone for making an error, but after you get in the dugout he will tell you what you did wrong.*)
- displays an appropriate personal register and appropriately adjusts language and tone to the task (e.g., *K. is a great guy and I'm glad he reached out to me and helped me with the game of baseball.*)

Note: A Score Point 5 paper represents a solid performance. It fully accomplishes the task, but lacks the overall level of sophistication and consistency of a Score Point 6 paper.

Language Conventions

Score Point 4

The following list describes a writing sample (shown above) that earns a Score Point 4 using the ISTEP+ Language Conventions Rubric.

This sample

- uses correct capitalization
- has mostly correct punctuation with occasional missing commas and an apostrophe (e.g., *K. is the best coach in the area in our teams opinion and we have our mind on one thing. . .*)
- has correct spelling
- has mostly correct grammar and word usage (e.g., *him and I*)
- uses paragraphs correctly

Question 1, Sample C

Writing Applications Score Point 4

Language Conventions Score Point 4

There's always going to be a time where someone needs help, courage, and support in some way. My personal experience where I needed help and support was when my house caught fire. I didn't know where to turn. All I wanted to do was go in my room and go to sleep in my own bed, but I couldn't. I had to be out of my comfort zone for six whole months.

The night it all happened, I had my whole family and the entire neighborhood there to support my family and I. We had people bringing us jackets and blanket that night to keep us warm, we had hot drinks and food brought for us while the firefighters were putting out the fire, we just had loads of help. People I didn't even know were coming up asking if they could help in any way possible. I thought that was amazing to see. Strangers helping others in their time of need is what needs to happen more.

Yet, who was there for my family and I the most was my aunt and uncle. They opened their home up for my family and I. They put their own lives on hold to help us get back on our feet. They did everything in their power to get our lives back to normal as much as possible so we didn't feel like fish out of water like I was feeling. I know they did all they could and it helped a lot.

Others who helped was actually the school. They had people donating money to help us with expenses to get stuff back that we had lost. We needed clothes, food, and everyday things that people use. We had nothing after it all happened. I was thankful that the school would go through all that for my family.

In conclusion, these are just some of the ways someone reached out to help my family and I in our time of need. We needed help and I am not afraid to tell someone when I do need support. My family, my friends, and everyone else was my support system through it all. This experience in my life made me realize that I have good people in my life that will do what they can to lend a hand. Thanks to all those people that reached out to my family, I appreciate it.

Notes for Question 1, Sample C

Writing Applications

Score Point 4

The following list describes a writing sample (shown above) that earns a Score Point 4 using the ISTEP+ Writing Applications Rubric.

This sample

- adequately accomplishes the task and addresses all points of the prompt (i.e., tells about a time you reached out to someone or they reached out to you; how this affected your life, your beliefs, or your relationship with the person; and describes the incident with specific details)
- stays focused on the topic.
- provides some supporting details with some development of those ideas (e.g., *I know they did all they could and it helped a lot.*)
- progresses in a logical order with paragraphs; has clear introduction, body, and conclusion; uses transitions to show a logical progression of ideas (e.g., *Yet, who was there for my family and I the most was my aunt and uncle.*)
- exhibits good vocabulary (e.g., *I had to be out of my comfort zone for a whole six months.*).
- is easy to read and mostly fluent; the writer uses varied sentence patterns, including some complex sentences. (e.g., *The night it all happened, I had my whole family and the entire neighborhood there to support my family.*)
- displays an appropriate personal register (e.g., *This experience in my life made me realize that I have good people in my life that will do what they can to lend a hand.*)

Note: A Score Point 4 paper represents a good performance. It accomplishes the task, but generally needs to exhibit more development, better organization, and more sophisticated writing style to receive a higher score.

Language Conventions

Score Point 4

The following list describes a writing sample (shown above) that earns a Score Point 4 using the ISTEP+ Language Conventions Rubric.

This sample

- uses correct capitalization
- has mostly correct punctuation (e.g., missing an apostrophe in *theres*)
- has correct spelling
- has mostly correct grammar and word usage (e.g., *where* instead of *were*)
- uses paragraphs correctly

Question 1, Sample D

Writing Applications Score Point 3

Language Conventions Score Point 3

Have ever tried to help someone who is in need, or someone has helped you out? It makes you feel so good and it also makes the person you help feel good.

It is good to reach out to someone or if someone has reached out to you. The quote written by Arthur Ashe says "We must reach out our hand in friendship and dignity both to those who would befriend us and those who would be our enemy." I think this quote means help someone out who is in need and even if they're your enemy.

I have helped my aunt out by babysitting her three kids. Her husband works so she has to take care of her kids by herself. Therefore, with me coming and babysitting, she gets so much done for example, cleaning the house, making supper, doing laundry, and running errands or going to store for groceries. Also I love kids from babies to five years olds. So I enjoy babysitting my aunts kids.

Another person I help out to is a friend in Anytown, it's an old lady and her daughter. She can't get around so well. So I clean her house every other week. It's usually very messy and dirty. But she appreciates it very much. Also her daughter works so she can't clean the house. I enjoy it cause I'm helping someone else out and she pays me.

In conclusion, I like helping out someone or someone helping me out. It makes someone feel so good when you help them out. Also it pays off a lot, so get out and help someone in need.

Notes for Question 1, Sample D

Writing Applications

Score Point 3

The following list describes a writing sample (shown above) that earns a Score Point 3 using the ISTEP+ Writing Applications Rubric.

This sample

- minimally accomplishes the task (i.e., tells about a time you reached out to someone or they reached out to you; how this affected your life, your beliefs, or your relationship with the person; and describes the incident with specific details)
- stays mostly focused on the topic
- includes a few supporting details (e.g., . . . *Her husband works so she has to take care of her kids by herself.*)
- has an introduction, a body that lacks significant development, and a weak conclusion (e.g., *In conclusion, I like helping out someone or someone helping me out*)
- attempts some sentence variety (e.g., *It makes you feel so good and it it also makes the person you help feel good.*)
- displays appropriate personal register

Note: A Score Point 3 paper represents a performance that minimally accomplishes the task. Some elements of development, organization, and writing style are weak.

Language Conventions

Score Point 3

The following list describes a writing sample (shown above) that earns a Score Point 3 using the ISTEP+ Language Conventions Rubric.

This sample

- uses correct capitalization
- has some incorrect punctuation (e.g., *missing apostrophes in aunts and Im*).
- has spelling errors (e.g., *somone, arrands*)
- has fair control of grammar and word usage with an occasional error (e.g., *there* instead of *they're* and *cause* instead of *because*)
- has adequate paragraphing

Question 1, Sample E

Writing Applications Score Point 2

Language Conventions Score Point 2

I reached out to my friends for advice like boys, family issues, or other friends. What I feel about it with those topics is like when you reach out to somebody you should give them the respect back to reach out back to them. The topic I reach to my friends or my cousin is boys like I need to know what am I going to do in this situation. They give me some good advice about that. The advice I give to my friends is all kinds of topics.

Notes for Question 1, Sample E

Writing Applications Score Point 2

The following list describes a writing sample (shown above) that earns a Score Point 2 using the ISTEP+ Writing Applications Rubric.

This sample

- minimally accomplishes the task (i.e., tells about a time you reached out to someone or they reached out to you; how this affected your life, your beliefs, or your relationship with the person; and describes the incident with specific details)
- exhibits some focus (e.g., *I reached out to my friends for advice. . .*)
- provides few supporting details (e.g., . . . *The advice I give my friends is all kinds of topics*)
- lacks development of ideas
- exhibits minimal word usage and writing techniques (e.g., *What I feel about it with those topics is like when you reach out to somebody you should give them the respect back to reach back to them.*)

Note: A Score Point 2 paper represents a performance that only partially accomplishes the task. Some responses may exhibit difficulty maintaining a focus. Others may be too brief to provide sufficient development of the topic or evidence of adequate organizational or writing style.

Language Conventions

Score Point 2

The following list describes a writing sample (shown below) that earns a Score Point 2 using the ISTEP+ Language Conventions Rubric.

This sample

- has capitalization errors (i.e., *i*)
- missing punctuation (e.g., *The topic I reach to my friends or my cousin is boys like I need to know what am I going to do in this situation.*)
- no spelling errors
- has incorrect grammar (e.g., *for advice like boys*)
- has frequent errors in a relatively brief writing sample

Question 1, Sample F

Writing Applications Score Point 1

Language Conventions Score Point 1

One time in my life i was driving my moms car down cline ave and i saw someone brokedown on the side of the road i stopped and helped him by changing his tire he paid me 20\$.

Another time i was walking down the street and i saw this really old woman about to cross a busy street so i helped her get across the street. One time i got hit by a car and this woman saw i happen and ran and got me out of the middle of the road i was so glad she did because it was the middle of a busy road.

Notes for Question 1, Sample E

Writing Applications

Score Point 1

The following list describes a writing sample (shown above) that earns a Score Point 1 using the ISTEP+ Writing Applications Rubric.

This sample

- does not accomplish the task (i.e., tells about a time you reached out to someone or they reached out to you; how this affected your life, your beliefs, or your relationship with the person; and describes the incident with specific details)
- has little focus
- provides very few relevant ideas and less than minimal development (e.g., has no introduction or conclusion and just lists events)
- exhibits minimal word usage (e.g., *Another time i was walking down the street and i saw this really old woman about to cross a busy street so i helped her get across the street.*)
- demonstrates less than minimal writing technique

Note: A Score Point 1 paper represents a performance that fails to accomplish the task. It exhibits considerable difficulty in areas of development, organization, and writing style. The writing is generally either very brief or rambling and repetitive, sometimes resulting in a response that may be difficult to read or comprehend.

Language Conventions

Score Point 1

The following list describes a writing sample (shown above) that earns a Score Point 1 using the ISTEP+ Language Conventions Rubric.

This sample

- has multiple capitalization errors (e.g., *i, cline ave*)
- has missing punctuation (e.g., *moms, . . . helped him by changing his tire he paid me 20\$.*)
- spelling error (e.g., *brokedown*)
- has run on sentences
- has numerous errors in a brief writing sample

Constructed Response

Reporting Category: Reading Comprehension

Question 2

Identify **ONE** trait that can describe Rose based on her conversations with Anna or Aunt Kolab. Include **ONE** detail from the story that supports your answer.

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Exemplary Response:

Rose’s conversation with Anna reveals that she is a caring person and that she cares for her sister. She says things in an attempt to make Anna feel better, even though she is feeling pressured and exhausted. The conversation also shows that Rose is willing to give the appearance of feeling one way—namely, how she feels about helping Paul finish college—when in reality she feels very differently. Rose’s conversation with Aunt Kolab also reveals that Rose is a caring person and that she cares for her mother and her aunt. She does not want to risk hurting their feelings by answering truthfully that she feels weighed down by having to help the family.

Rubric:

2 points: This item requires a two-part response. The student must identify one character trait of Rose, as well as include story details that adequately support the answer. The response should be related to the conversations with Anna or Aunt Kolab. In order to receive ANY credit, the student must provide a creditable response to the first part of the question. An additional point is awarded if the student provides a creditable response to the second part of the question.

1 point: A 1-point response will include identifying a character trait of Rose.

0 points: No points are given if a character trait of Rose’s is not identified.

Question 2, Sample A – 2 points

One trait that can describe Rose is caring. While talking to her Aunt about her dream, her Aunt asks if she feels “weighted down” and Rose does not want to answer in fear of hurting her Aunt’s feelings.

Notes: The first part of the response gives a character trait of Rose that is related to her conversation with Aunt Kolab. The second part of the response gives an example from her conversation with Aunt Kolab that supports how she is caring. The total response receives full credit for a Score Point 2.

Question 2, Sample B – 1 point

One trait that describes Rose the most is hard working. Rose puts everything first. She helps to make dinner and looks after her little sister Anna.

Notes: The first part of the response gives a character trait of Rose. The second part of the response gives two examples but receives no credit because the first detail “helps to make dinner” is not related to the conversations and the second detail “looks after her little sister Anna” is inaccurate. This response gets the point for the character trait and receives a Score Point 1.

Question 2, Sample B – 0 points

Rose cares for her father because he is in a different country .

Notes: This response does not state a character trait and gives an inaccurate detail. Therefore, this response receives a Score Point 0.