

*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 2015-2016 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 2016 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**  
**Reporting Category: Writing Applications**

**Question 1**

**“It is the supreme art of the teacher to awaken joy in creative expression and knowledge.”**

**—Albert Einstein**

**Teachers, whether in the classroom, on a football field, in a recital room, or simply in our community, can play an important role in our lives. Think about a former or current teacher, coach, instructor, or mentor who taught you something that you remember. Write an essay describing this person and the characteristics that you think make him or her a good teacher. Include specific examples, with details, in your essay.**

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)?

## 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)?

## 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?

## Writing Applications Rubric Grades 5–12

### SCORE POINT 3

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

#### Ideas and Content

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

- attempt a unifying theme or main idea?
- stay somewhat focused on topic and task?

Does the writing sample include some relevant ideas? Does it

- include some information with only a few details, or list ideas without supporting details?
- explore some facets of the topic?

#### Organization

Is there an attempt to logically organize ideas in the writing sample? Does the writing

- 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?)

#### Style

Does the writing sample exhibit ordinary word usage? Does it

- contain basic vocabulary, with words that are predictable and common?
- demonstrate some control of vocabulary?

Does the writing sample demonstrate average writing technique?

- 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?

#### Voice

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

- demonstrate a difficulty in establishing a register (e.g., formal, personal, or dialect)?
- demonstrate little sense of audience?
- generally lack an original perspective?



## 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?



## 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?

**ISTEP+ Language Conventions Rubric**  
**Grades 9-12**

(Approved August, 2004)

<b>Students will write using standard English conventions as defined in the Indiana Academic Standards for their grade and for all previous grades.</b>	
<b>Score Point 4</b>	<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"> <li>• Does the writing sample demonstrate superior command of capitalization conventions?</li> <li>• Does the writing sample demonstrate superior command of the mechanics of punctuation?</li> <li>• Does the writing sample demonstrate superior command of grade-level appropriate spelling?</li> <li>• Does the writing sample demonstrate superior command of grammar and English usage?</li> <li>• Does the writing sample demonstrate superior command of paragraphing?</li> <li>• Does the writing sample demonstrate superior command of sentence structure by not using run-on sentences or sentence fragments?</li> </ul>
<b>Score Point 3</b>	<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"> <li>• Does the writing sample demonstrate good control of capitalization conventions?</li> <li>• Does the writing sample demonstrate good control of the mechanics of punctuation?</li> <li>• Does the writing sample demonstrate good control of grade-level appropriate spelling?</li> <li>• Does the writing sample demonstrate good control of grammar and English usage?</li> <li>• Does the writing sample demonstrate good control of paragraphing?</li> <li>• Does the writing sample demonstrate good control of sentence structure by only occasionally using run-on sentences or sentence fragments?</li> </ul>
<b>Score Point 2</b>	<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"> <li>• Does the writing sample demonstrate fair control of capitalization conventions?</li> <li>• Does the writing sample demonstrate fair control of the mechanics of punctuation?</li> <li>• Does the writing sample demonstrate fair control of grade-level appropriate spelling?</li> <li>• Does the writing sample demonstrate fair control of grammar and English usage?</li> <li>• Does the writing sample demonstrate fair control of paragraphing?</li> <li>• Does the writing sample demonstrate fair control of sentence structure by frequently using run-on sentences or sentence fragments?</li> </ul>
<b>Score Point 1</b>	<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"> <li>• Does the writing sample demonstrate only minimal control of capitalization conventions?</li> <li>• Does the writing sample demonstrate only minimal control of the mechanics of punctuation?</li> <li>• Does the writing sample demonstrate only minimal control of grade-level appropriate spelling?</li> <li>• Does the writing sample demonstrate only minimal control of grammar and English usage?</li> <li>• Does the writing sample demonstrate only minimal control of paragraphing?</li> <li>• Does the writing sample demonstrate only minimal control of sentence structure by using many run-on sentences or sentence fragments?</li> </ul>

**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

I have to admit, there are some things in school that I hope to forget when I get older, but there are other things that I hope will stick with me forever. The majority of my life so far has been spent in a classroom. Teachers have effected my life in nearly every way, and I will forever remember the impact they have had on me. One particular teacher has impacted my life in a more powerful way than the others. (For her own personal security, I will from this point onward refer to the teacher as Mrs. Algebra.) Mrs. Algebra taught me many things in my life that I still carry with me to this day.

Mrs. Algebra was, ironically, a Pre-Algebra teacher that I had the honor of having in the seventh grade. The reason that I revere her so greatly is not because she taught me how to calculate the odds, but that she taught me how to defy them. Mrs. Algebra saw the potential in me to become something great. I already knew that I had this potential, but she inspired me to use it. Although Mrs. Algebra knew that I was an academically talented student she also recognized that I had infinite creativity that could be utilized for better purposes.

I have always been a charismatic individual, having pride in my comedic skills. In the seventh grade, a group of friends and I would often perform various comical skits and play improvisational games. Mrs. Algebra was amazed at my uncanny ability to create these witty stories and scenarios that would time and time again make her laugh. At the time, I was determined that I wanted to be a computer engineer. Although math was not my favorite subject, I knew I had the capability to become an engineer and society had told me it was the best route to go. Mrs. Algebra, however, told me to follow my own dreams. She requested that I should pursue a career path that utilizes both my intelligence and creativity so that I would love what I do for a living. Perhaps it was Mrs. Algebra's love of helping others that made her such a great teacher.

My limitless creativity and passion for making others laugh would sometimes get me into trouble as they would distract me from my academic responsibilities. Mrs. Algebra, being the great teacher that she was, would have to put me in my place. She would often remind me that if I wanted to make my dreams come true, then I had to work hard for it. Mrs. Algebra had gone through some tough situations in her life and she made me realize that I could overcome any obstacles that should come in my way. Unlike some other teachers that I have had in the past, Mrs. Algebra showed that she actually cared for me as an individual and not just as a student.

I have changed in many ways since the seventh grade, but some things still remain the same. Thanks to Mrs. Algebra and all of her advice, I have accomplished many great things in my life and I know that I will accomplish even greater things in the future. I can sometimes still be that mischievous thirteen-year-old that would get on his Pre-Algebra teacher's nerves, but I now know how to keep my priorities straight. I am still chasing after my dreams and I am not going to let anything stop me. There are alot of things that made Mrs. Algebra a great teacher, but it was her unconditional passion and caring that made her stand above the rest. I hope that someday I will be able to use the advice that Mrs. Algebra gave me and inspire someone else to chase after their dreams. When I grow old, I may forget the quadratic formula, but I will never forget the great legacy that Mrs. Algebra left behind.

## Scoring Notes for Question 1, Sample A

### Writing Applications

#### Score Point 6

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

This sample

- fully accomplishes the task (i.e., write an essay describing someone who taught you something and the characteristics that make him/her a good teacher).
- stays completely focused on the topic.
- provides in-depth information and strong supporting details that are well developed (e.g., *I can sometimes still be that mischievous thirteen-year-old that would get on his Pre-Algebra teacher's nerves, but I now know how to keep my priorities straight.*).
- organizes ideas logically and creates a meaningful, cohesive whole; has a solid introduction, well-composed middle, and conclusion (e.g., *I have changed in many ways since the seventh grade, but some things still remain the same.*).
- is fluent and easy to read; demonstrates exceptional word usage with excellent writing technique, varying vocabulary and sentence structure throughout the essay (e.g., *The reason that I revere her so greatly is not because she taught me how to calculate the odds, but that she taught me how to defy them.*).
- displays an appropriate register and effectively adjusts language and tone to the task.

**Note:** A Score Point 6 paper is an outstanding performance. 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 on the previous page) that earns a Score Point 4 using the ISTEP+ Language Conventions Rubric.

This sample

- uses correct capitalization.
- has mostly correct punctuation with a missing comma (*Although Mrs. Algebra knew that I was an academically talented student [,] she also recognized that I had infinite creativity that could be utilized for better purposes.*).
- has mostly correct spelling (e.g., *alot* [a lot], *effected* [affected]).
- has correct grammar and word usage.
- uses paragraphs effectively.

**Question 1, Sample B**  
**Writing Applications – Score Point 5**  
**Language Conventions – Score Point 4**

As a child growing into an adult, a person must learn many lessons about life in order to be successful. They may learn these from their parents, teachers, guardians, or other sources. One of the biggest influences in my life is my piano teacher, Juanita.

From the age of five, I have been playing piano. The earliest memory I have of Juanita is the first time I ever met her. She was a middle-aged woman with already grey hair, presumably from teaching tons of little kids every day. From the moment I stepped into her door, I felt welcomed and relaxed. I didn't know what to expect with my first piano lesson, but Juanita made the experience as painless as possible. Her studio was located in the basement of her home. When entering, there is no need to knock or ring the doorbell, because Juanita already knows that someone is at the door. She teaches with a style that is unlike any other: befriending her students so we are comfortable when playing piano. She doesn't maliciously criticize us, but constructively criticizes our piano techniques. She treats her students as she would her family; comforting us when we are down, and praising us when we do well.

The most powerful lesson I learned from Juanita pertains not only to piano and performing, but to everyday life as well. When performing at a recital or other performance, the audience does not have a copy of the music in front of them. This means, when the pianist makes a mistake, it can easily go unnoticed, unless a performer dwells on the mistake and tries to correct it. In life, when a person makes a mistake, nobody else but he or she is going to notice it. It is when we dwell on the past that our mistakes become magnified.

Since my first lesson, Juanita and I have developed a very unconventional teacher-student relationship. I see her more as my "second mom" because she gives me advice and helps me through my struggles. But, this relationship we share isn't uncommon for Juanita to have with her students. She also has multiple students she calls her "God-Children" because they also see her as their "second mom" figure. She and I share stories of our personal lives as well as professional lives. I trust in her with all of my secrets and she trusts me with hers. She has taught me more about life and piano than anyone else ever has.

## Scoring Notes for Question 1, Sample B

### Writing Applications

#### Score Point 5

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

This sample

- fully accomplishes the task (i.e., write an essay describing someone who taught you something and the characteristics that make him/her a good teacher).
- stays focused on the topic.
- includes many relevant ideas that are fully developed (e.g., *She was a middle-aged woman with already grey hair, presumably from teaching tons of little kids every day.*).
- is organized logically and succinctly with a clear introduction, developed body, and a conclusion (e.g., *The most powerful lesson I learned from Juanita pertains not only to piano and performing, but to everyday life as well.*).
- exhibits good word usage and demonstrates fluent writing with varied sentence patterns (e.g., *She doesn't maliciously criticize us, but constructively criticizes our piano techniques.*).
- displays an appropriate register and appropriately adjusts language and tone to the task.

**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 on the previous page) that earns a Score Point 4 using the ISTEP+ Language Conventions Rubric.

This sample

- uses correct capitalization.
- has some punctuation errors with occasional misuse of commas and a semicolon (e.g., *She treats her students as she would her family; comforting us when we are down, and praising us when we do well.*).
- has correct spelling.
- has correct grammar and word usage.
- uses paragraphs correctly.

**Question 1, Sample C**  
**Writing Applications – Score Point 4**  
**Language Conventions – Score Point 4**

My favorite class with no doubt is Mr. M's World History class. He is the best teacher I have ever had, ever. He explains things thoroughly and simply, making it easy for everyone to understand. If someone is having problems on his or her homework, Mr. M will gladly help.

I have learned many things in his class, by the way he teaches. I have learned about Napoleon Bonaparte, Marco Polo, the World Wars, and many other things. I enjoy him being here to teach me every day. When there is a substitute in his class, I miss him. This should show how much he has made an impact on me.

He also explains things in the lessons with great detail, giving us the complete background on subjects such as French Kings, Popes, Presidents, and other such things. My favorite thing that I have learned about is Marie Antoinette, when the bread famine struck, and she said 'Let them eat cake.' I found this funny because she was not the brightest bulb on the Christmas tree.

I also have learned all about the Japanese, Germans, French, and other various cultures. Mr. M has also taught us about the British, and gave us information on the Queens and Kings there. Right now there are so many things I have learned that I can't list them all without taking up too much space for the rest of this essay.

Mr. M also teaches Asian Studies, which seems fairly interesting to me. I plan to take it next year so I can be in his class again. He has a charisma that makes him very likable and understanding. I will most likely visit him when I can after I graduate High School because I enjoy talking to him so much. Out of all the teachers I have had in my lifetime, Mr. M is the best.



## Scoring Notes for Question 1, Sample C

### Writing Applications

#### Score Point 4

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

This sample

- adequately accomplishes the task (i.e., write an essay describing someone who taught you something and the characteristics that make him/her a good teacher).
- stays focused on the topic.
- provides supporting details with some development of those ideas (e.g., *He also explains things in the lessons with great detail, giving us the complete background on subjects such as French Kings, Popes, Presidents, and other such things.*).
- progresses in a logical order with paragraphs and clear topic sentences; has an introduction, body, and conclusion (e.g., *I have learned many things in his class, by the way he teaches.*).
- includes appropriately chosen vocabulary (e.g., *He has a charisma that makes him very likable and understanding.*).
- is easy to read and fluent; the writer uses varied sentence patterns (e.g., *If someone is having problems on his or her homework, Mr. M will gladly help.*).
- displays an appropriate register.

**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 on the previous page) that earns a Score Point 4 using the ISTEP+ Language Conventions Rubric.

This sample

- has capitalization errors (e.g., *Kings* [kings], *Popes* [popes], *Presidents* [presidents]).
- has few punctuation errors, including missing or misused commas (e.g., *I have learned many things in his class, by the way he teaches.*).
- has mostly correct spelling (e.g., *tought* [taught]).
- has correct grammar.
- uses paragraphs correctly.

**Question 1, Sample D**  
**Writing Applications – Score Point 3**  
**Language Conventions – Score Point 3**

Perfect Teacher

A teacher is a person that enlightens students with knowledge. They help young minds grow and find who they are. Not every teacher is good, nor bad. A good teacher is someone who does not crack under stress, and teaches every class differently depending on their needs. A teacher needs to adapt to the challenges thrown at them.

A great teacher to me is someone who is: kind, nice, calm, stress free, fair, and teaches every student differently. Know two kids are alike, so there teaching should follow. The teacher needs to learn about there students, and what intrest them the most. They may like dogs, but your lessons are about cats.

A perfect teacher should want to teach. They need to love what they do and be able to do any challange they get. The teacher needs to enjoy teaching, and woking with kids, even if it means putting in extra hours. A teacher sets a student up for there future, the better the teacher, the better the students future.

## Scoring Notes for Question 1, Sample D

### Writing Applications

#### Score Point 3

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

This sample

- minimally accomplishes the task (i.e., write an essay describing someone who taught you something and the characteristics that make him/her a good teacher).
- stays focused on the topic.
- includes a few supporting details (e.g., *The teacher needs to enjoy teaching, and woking with kids, even if it means putting in extra hours.*).
- attempts an organization with an introduction and body (e.g., *A teacher is a person that enlightens students with knowledge.*).
- attempts some sentence variety and is generally fluent (e.g., *The teacher needs to learn about there students, and what intrest them the most.*).
- displays appropriate 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 on the previous page) that earns a Score Point 3 using the ISTEP+ Language Conventions Rubric.

This sample

- uses correct capitalization.
- has punctuation errors, including misused commas (e.g., *A teacher sets a student up for there future, the better the teacher, the better the students future.*).
- has spelling errors (e.g., *diffrently* [differently], *challange* [challenge], *woking* [working]).
- has grammar and usage errors (e.g., *there* [their], *Know* [No], *intrest* [interests]).
- uses paragraphs correctly.

**Question 1, Sample E**

**Writing Applications – Score Point 2**

**Language Conventions – Score Point 2**

Someone who had an impact on how I do things on the field and in the weight room today would have to be Coach Freeman. he was an old coach of the football team I played for down in Texas 3 years ago. he always had this one saying the at encourage myself with when I play or lift. he would always ramble on and on about when he played football in highschool and how his coach made an impact on his life too, so he's always tell us "Don't cheat in sports because when you are in the middle of a game and you can't do it, it's because you took the easy route and let yourself and your team down." so i now push myself to work harder and past the point in which i can't anymore, and in the middle of the games when most people are saying they can't move any faster or hit any harder becuase they took it easy in the weight room and during practice, im still trucking on at full power.

## Scoring Notes for Question 1, Sample E

### Writing Applications Score Point 2

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

This sample

- partially accomplishes the task (i.e., write an essay describing someone who taught you something and the characteristics that make him/her a good teacher).
- exhibits some focus (e.g., *Someone who had an impact on how I do things on the field and in the weight room today would have to be Coach Freeman.*).
- exhibits a minimal attempt at organization with an introductory sentence and brief body.
- provides few supporting details (e.g., *he always had this one saying the at encourage myself with when I play or lift.*).
- exhibits limited word usage and writing techniques (e.g., *so i now push myself to work harder and past the point in which i can't anymore, and in the middle of the games when most people are saying they can't move any faster or hit any harder becuase they took it easy in the weight room and during practice, im still trucking on at full power.*).
- attempts a register appropriate to the task.

**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 on the previous page) that earns a Score Point 2 using the ISTEP+ Language Conventions Rubric.

This sample

- has capitalization errors (e.g., *he* [He], *i* [I], *so* [So]).
- has missing and incorrect punctuation usage (e.g., *im* [I'm]).
- has spelling errors (e.g., *highschool* [high school], *becuase* [because]).
- has difficulties with sentence construction (e.g., *he always had this one saying the at encourage myself with when I play or lift.*).
- has frequent errors in a relatively brief writing sample.

**Question 1, Sample F**  
**Writing Applications – Score Point 1**  
**Language Conventions – Score Point 1**

i think that all of my teachers have taught me something imporant but i cant remeber anything since i dont talk much with my teachers. so i cant really write about this prompt as much as i would like to.

## Scoring Notes for Question 1, Sample E

### Writing Applications

#### Score Point 1

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

This sample

- does not accomplish the task (i.e., write an essay describing someone who taught you something and the characteristics that make him/her a good teacher).
- has little focus.
- provides very few relevant ideas and less than minimal development.
- exhibits minimal word usage.
- demonstrates less than minimal writing technique that lacks fluency.

**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 on the previous page) that earns a Score Point 1 using the ISTEP+ Language Conventions Rubric.

This sample

- has capitalization errors (e.g., *i* [I], *so* [So]).
- has punctuation errors (e.g., *cant* [can't], *dont* [don't]).
- has spelling errors (e.g., *imporant* [important], *remeber* [remember]).
- has numerous errors in a brief writing sample.



**English/Language Arts**  
**2-point Constructed-Response (CR) Rubric**

- 2 points**      **Proficient**  
The response fulfills all the requirements of the task. The information given is text-based and relevant to the task.
- 1 point**      **Partially Proficient**  
The response fulfills some of the requirements of the task, but some of the information may be too general, too simplistic, or not supported by the text.
- 0 point**      **Not Proficient**  
The response does not fulfill the requirements of the task because it contains information that is inaccurate, incomplete, and/or missing altogether.

**Constructed Response**  
**Reporting Category: Reading Comprehension**

**Question 2**

**How does the reader know that the narrator is knowledgeable about nature?  
Support your response with details from the story.**

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**Exemplary Response:**

The narrator knows about the region in which he lives, and he is able to identify the Mustard White. His trained eye catches it right away, and when he gets close, he gets confirmation. He knows how to identify the hawkbit flowers, prickly toothed sow thistles, and western azaleas, and he knows the source of Thompson’s creek.

***Note:** The exemplary response demonstrates a performance that exceeds the expectations of what is required to receive two points. The exemplary response contains multiple pieces of text-based information and support drawn from the reading passage that accompanied this item, many elements of which students typically use in their responses to receive two points.*

***Please Note:** All responses should be based on information from the text and will be scored for reading comprehension only. Language convention errors do not contribute to the scoring of these items.*

**Question 2, Sample A – 2 points**

The narrator lets the reader know he is knowledgeable of nature by explaining the forest. He talks of the glaciers of the Sierra, hawkbit flowers, western azaleas, and of course the Mustard White butterfly. These are all examples of nature that were in the forest. The narrator is clearly knowledgeable about nature.

Scoring Notes: This response fully accomplishes the task. The response explains how the reader knows that the narrator is knowledgeable about nature (*by explaining the forest*) and provides relevant, text-based details (*He talks of the glaciers of the Sierra, hawkbit flowers, western azaleas, and of course the Mustard White.*).

**Question 2, Sample B – 1 point**

He describes multiple types of flowers that he is seeing that most people probably wouldn't be able to identify

Scoring Notes: This response partially accomplishes the task. The response explains how the reader knows that the narrator is knowledgeable about nature (*He describes multiple types of flowers that he is seeing that most people probably wouldn't be able to identify*) but does not provide text-based support.

**Question 2, Sample C – 0 points**

HE would go jogging that would tum into a walk. But he would always go into the woods. So he could get away from his problems at home.

Scoring Notes: This response does not accomplish the task. The response does not explain how the reader knows that the narrator is knowledgeable about nature.

**Constructed Response**  
**Reporting Category: Reading Comprehension**

**Question 3**

**How does the tone change from Rebecca’s July 30 entry to her September 27 entry?  
Support your response with details from the story.**

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**Exemplary Response:**

The tone of Rebecca’s July 30<sup>th</sup> entry is optimistic. She writes that her father has convinced Tucker that the oxen are strong enough to bring them over the mountains safely regardless of the guide’s warnings. However, the tone of Rebecca’s diary entry for September 27<sup>th</sup> is much more anxious. She writes that the animals tire quickly and describes Tucker’s “dire warnings that we will perish in the snowy mountains ahead.” Rebecca’s mother is very worried about the freezing conditions, and from the tone of the entry, the reader can tell that Rebecca is worried as well.

***Note:** The exemplary response demonstrates a performance that exceeds the expectations of what is required to receive two points. The exemplary response contains multiple pieces of text-based information and support drawn from the reading passage that accompanied this item, many elements of which students typically use in their responses to receive two points.*

***Please Note:** All responses should be based on information from the text and will be scored for reading comprehension only. Language convention errors do not contribute to the scoring of these items.*

Question 3, Sample A – 2 points

In the July 30 entry, the tone is hopeful. Her father is telling Tucker that the oxen are strong and convinces Tucker to go with them. By the time the September 27 entry is made, the tone has changed from hopeful to almost desperate. It seems like they will go through hard times when they talk about the sparseness of water and how cold the nights get.

Scoring Notes: This response fully accomplishes the task. The response explains how the tone changes from Rebecca's July 30 entry to her September 27 entry (*in the July 30 entry, the tone is hopeful. By the time the September 27 entry is made, the tone has changed from hopeful to almost desperate*). The explanation is supported by relevant, text-based details (*Her father is telling Tucker that the oxen are strong and convinces Tucker to go with them*) and (*it seems like they will go through hard times when they talk about the sparseness of water and how cold the nights get*).

**Question 3, Sample B – 1 point**

Her voice changes from excited to less excited because she's been in the wagon for several weeks now.

*Scoring Notes:* This response partially accomplishes the task. The response provides a limited explanation of how the tone changes from Rebecca's July 30 entry to her September 27 entry (*Her voice changes from excited to less excited*), supported by a general detail (*she's been in the wagon for several weeks now*).

**Question 3, Sample C – 0 points**

The landscape had changed. The landscape has changed to a dry and grassless desert.

*Scoring Notes:* This response does not accomplish the task. The response explains how the landscape changed and does not answer the question.

**Constructed Response**  
**Reporting Category: Reading Comprehension**

**Question 4**

Use **TWO** specific examples from the article to show how the *inukshuk* has reached beyond the Inuit people.

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**Exemplary Response:**

Canadian scientists built an *inukshuk* as a memorial to honor astronauts when the U.S. space shuttle Columbia exploded in 2003. The *inukshuk* was selected as the logo for the 2010 Winter Olympics held in British Columbia.

*The exemplary response demonstrates a performance that exceeds the expectations of what is required to receive two points. The exemplary response contains multiple pieces of text-based information and support drawn from the reading passage that accompanied this item, many elements of which students typically use in their responses to receive two points.*

**Please Note: All responses should be based on information from the text and will be scored for reading comprehension only. Language convention errors do not contribute to the scoring of these items.**



**Question 4, Sample A – 2 points**

The Canadians made seven of them to honor the astronauts that died and they also built one to honor four Canadians killed by friendly fire.

Scoring Notes: This response fully accomplishes the task by providing two specific examples from the text that show how the inukshuk has reached beyond the Inuit people (*The Canadians made seven of them to honor astronauts that died and they also built one to honor four Canadians killed by friendly fire*).

**Question 4, Sample B – 1 point**

It is being used as a symbol for the Olympics and it gives hope to the people traveling when they see it

Scoring Notes: This response partially accomplishes the task. The response provides one accurate, relevant example from the text that shows how the *inukshuk* has reached beyond the Inuit people (*It is being used as a symbol for the Olympics*). The other detail (*it gives hope to the people traveling when they see it*) does not show how the *inukshuk* has reached beyond the Inuit people.

**Question 4, Sample C – 0 points**

The inukshuk continues to be an important cultural symbol of hope, friendship, and hospitality to the Inuit. Inuksuit were also built by the Inuit as memorials

Scoring Notes: While the response includes text-based information, it does not show how the inukshuk has reached beyond the Inuit people.