



*ISTEP+: Grade 6*

English/Language Arts

Released Part 1 Applied Skills (open-ended) Items  
and Scoring Notes

## Introduction

The *ISTEP+* Spring 2016 test was administered to Indiana students in Grades 3-8 and 10. The test included two parts: Part 1 was given in March, and Part 2 took place in late April and early May. Part 1 contained Applied Skills test questions (also referred to as open-ended items) that were hand scored by trained evaluators, and Part 2 was machine scored. Scores for Part 1 and Part 2 are combined to generate a student's total score.

Test results, as well as images of the Applied Skills student responses, are available online, and schools are expected to discuss results with parents and students. As a springboard for these conversations and to serve as a resource for teachers, the Indiana Department of Education has created this document, which consists of the following:

- a brief description of the types of questions on the test
- a short summary of scoring rules utilized by the trained evaluators
- a copy of the rubrics—or scoring guides—used by evaluators to score student responses
- a copy of the released Applied Skills questions (*“released” means the items are posted on the web and are no longer secure; therefore, the released test items can be discussed and used with students as future practice items*)
- anchor papers—or sample student responses—used by evaluators to distinguish between score points

### Notes:

- The Part 1 open-ended questions are released when test results are made available.
- It is important to keep in mind that the majority of a student's score is calculated from items in Part 2. Since Part 2 items are secure and are not released, they are not included in this document.

## Question Types

This document addresses questions from *ISTEP+ Part 1*. Students demonstrate their knowledge and understanding by responding to items that are open-ended, providing written responses in a short-answer or essay-type format.

Part 1 consists of the following test question types: Constructed-Response (CR), Extended-Response (ER), and a Writing Prompt (WP). Item types vary by subject area. Math, Science, and Social Studies include CR and ER items. English/Language Arts includes CR and WP test questions.

## Scoring

The questions on *ISTEP+ Part 1* are scored by evaluators who must have a four-year college degree and pass a series of qualifying tests. Prior to scoring student responses, evaluators receive extensive training to ensure that student responses are scored accurately and consistently.

For Part 1 of *ISTEP+*, each question is scored according to a rubric, or scoring guide. Rubrics clearly define the requirements for each score point. A set of student responses representing all of the score points on a rubric are selected as samples—called anchor papers—and are used as clear examples of specific score points. Anchor papers are presented within this document.

<b>ISTEP+ Part 1: English/Language Arts</b>		
<b>Question Type</b>	<b>Score Reporting Categories</b>	<b>Scoring Method</b>
Constructed-Response (CR)	Reading	2-pt. CR Rubric (Grades 3-8, 10)
Writing Prompt (WP)	Writing	6-pt. Writing Rubric (Grades 3-4, 5-8, 10) 4-pt. Grammar and Usage Rubric (Grades 3-4, 5-8, 10)

If a student's response is unable to be scored, it is assigned one of the following condition codes:

- A** Blank/No Response/Refusal
- B** Illegible
- C** Written predominantly in a language other than English
- D** Insufficient response/Copied from text
- E** Response not related to test questions or scoring rule (not applied to Mathematics questions)

More information is available regarding assessment topics on the Office of Student Assessment homepage at <http://www.doe.in.gov/assessment>.

## English/Language Arts Constructed Responses

Session One, English/Language Arts, contains a reading comprehension task. This task allows the students to demonstrate their understanding and comprehension of nonfiction or literary text. The reading comprehension task consists of one passage and three constructed-response (CR) questions. Because this is a reading comprehension task, all of the information students need to answer the questions correctly is contained in the text. All responses should be based on information from the text and will be scored for reading comprehension *only*. The following pages display the CR questions.

An example of a top-score response is provided for each CR question. The top-score response demonstrates a performance that exceeds the expectations of what is required to receive two points. The top-score response contains multiple pieces of text-based information and support drawn from the reading passage that accompanied the item, many elements of which students typically use in their responses to receive two points.

Each CR question is followed by sample student responses, called anchor papers. The anchor papers are accompanied by explanations of the score points received.

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

<b>2 points</b>	<b>Proficient</b> The response fulfills all the requirements of the task. The information given is text-based and relevant to the task.
<b>1 point</b>	<b>Partially Proficient</b> 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.
<b>0 point</b>	<b>Not Proficient</b> The response does not fulfill the requirements of the task because it contains information that is inaccurate, incomplete, and/or missing altogether.

## Passage

### Directions

Read the excerpt from *Rules*. Then answer the questions.

#### Excerpt from *Rules*

by Cynthia Lord

Twelve-year-old Catherine is waiting for her brother at an occupational therapy clinic. Another patient, Jason, is talking to her with his communication cards. Jason uses words written on cards to communicate because it is hard for him to talk. Catherine has been helping him make new communication cards.

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- 1 I open my backpack and reach for a blank card.
- 2 "What do you need?"
- 3 Leg. Go. Very much. Fast.
- 4 "Run?"
- 5 He nods and I scribble the letters, leaning forward, rushing across the top of the card.
- 6 Jason taps, Sometimes. Asleep. I. Dream. I. Can. Run.
- 7 "Really?"
- 8 He nods. How? Does. It. Feel. To. Run.
- 9 "Strong." I struggle for the right words. "And fast and in a weird way—weightless. Like if you could go fast enough, you'd fly. It's an amazing, free feeling." I squeeze my toes, imagining the slap of my sneakers on the sidewalk. "Is that how it feels in your dreams?"
- 10 No. He looks away from me, his lips pressed together.
- 11 How could I bring these words to comfort myself when they put that hurt in his face? "I could push you around the parking lot, really fast," I joke. "That'd be close to running."
- 12 Jason taps, Okay.

- 13 My smile freezes. "Okay?"
- 14 Sure. Why not?
- 15 Out the window, a man in a gray sweatshirt walks down the gift shop steps. A woman opens the door to Elliot's Antiques, and a family comes out of the restaurant, laughing. Between the rows of parked cars, a seagull struts, looking side to side.
- 16 "Because there are cars out there, and tourists," I say. "And seagulls!"
- 17 You. Can. Watch out!!! For, Car. Jason smiles. Bird. Will. Move.
- 18 "I don't think—"
- 19 Tell. Mom. I'll be right back. He stops his finger on Please.
- 20 I pull in a shaky breath. "Mrs. Morehouse? Jason and I are going out in the parking lot for a few minutes. We're going for a run." I say the last part extra quiet.
- 21 "A what?" She looks up from her magazine.
- 22 "A run." I step behind Jason's wheelchair and push. It rolls smoothly, easier than I expected across the carpet.
- 23 "Do you really think this is a good idea?" Mrs. Morehouse asks as we pass her.
- 24 I can't see what Jason taps, but she moves to open the door. "Be careful, Catherine." She fixes me with a stern look.
- 25 I grip the wheelchair handles as we go down the ramp, my muscles tight as rope. My palms feel slick, but I don't dare relax even one finger, afraid he'll roll from me.
- 26 At the bottom of the ramp, we both let go a relieved sigh. I turn the wheelchair to face the parking lot. "If this gets too wild, lift your hand and I'll know to stop, okay?"
- 27 Jason nods. Run.
- 28 I jog, more a fast walk than a run. Jason's head and shoulders shake as I bump him over cracks in the tar. There's so much to watch out for: holes and rocks and sand near the side of the building.

29 I stop beside the dumpster. "Sorry this is such a bouncy ride. Are you sure you want to do this?"

30 Run. Fast.

31 I start again, pushing Jason's chair ahead of me. I run past the fire hydrant and around the parking sign, keeping a lookout for cars pulling into or out of the parking lot. Every few feet I shoot a lightning-quick glance at Jason's hands.

32 He doesn't pick them up, just holds tightly to his communication book. So I make the first run, running faster. Clouds of seagulls take to the air in front of us, quarreling and shrieking.

33 At the final turn, I see Mrs. Morehouse standing in the entrance to the parking lot, her palm out like a traffic cop, keeping cars from pulling in.

34 I dash past the mailbox, the EXIT HERE sign, past Mrs. Morehouse.

35 Leaning into it, faster, harder, my feet slap the pavement, until it comes—that weightless, near-to-flying fastness. "Do you feel it?" I yell to the back of Jason's head.

36 But if he answers, it's only in his head.

37 I run all the way to the clinic ramp. "How was that?"

38 Awesome!

39 I bend over to steady my breath. When I straighten up, I see not only is everyone in the waiting room standing at the clinic windows watching us, but a family on the sidewalk is staring, shopping bags in hand. And in several of the restaurant windows surrounding the parking lot, people have stopped eating to watch. Most of them have their mouths dropped open.

40 Jason waves.

41 A man in one of the restaurants gives a thumbs-up, and everyone in the waiting room cheers, Carol holding her baby high so he can see.

42 "One more time?" I ask Jason.

43 He grins. Excellent!

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**Item #1**  
**Constructed-Response**

**Constructed-Response**  
**Reading: Literature**

**Question 1**

**1.** How does the author develop the theme of friendship? Support your answer with details from the excerpt.

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**Top-Score Response:**

The theme of friendship is developed when Catherine helps Jason out by making him a new communication card for the word “run.” Jason wants to experience what it is like to run, so Catherine takes him for a “run” in the parking lot by pushing his wheelchair really fast. Jason, in turn, helps Catherine feel more confident by letting her know he is enjoying it, and she decides to take him for another round.

**Note:** *The top-score response demonstrates a performance that exceeds the expectations of what is required to receive two points. The top-score 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.*

Question 1, Sample A – Score Point 2

- 1** How does the author develop the theme of friendship? Support your answer with details from the excerpt.

The author develops there friendship by having the Catherine help Jason. She helps him with his speech cards) and then she helps him feel like he is running.

Scoring Notes: This response fulfills all the requirements of the task. The response adequately demonstrates the development of the theme (*The author develops there friendship by having Catherine help Jason*) by adding relevant, text-based support (*She helps him with is speech cards and then she helps him feel like he is running.*).

Question 1, Sample B – Score Point 2

- 1** How does the author develop the theme of friendship? Support your answer with details from the excerpt.

At the end of the story, catherine pushes Jason around the parking lot. ONLY a friend would do that. And in the very last line: it says, he grins "excellent". That means he had fun and thats what friends do, make each other happy.

Scoring Notes: This response fulfills all the requirements of the task. The response adequately explains the development of the theme of friendship by including relevant, text-based support (. . . *catherine pushes Jason around the parking lot. Only a friend would do that. And in the very last line it says, he grins "excellent". That means he had fun and thats what friends do, make each other happy*).

Question 1, Sample C – Score Point 1

**1** How does the author develop the theme of friendship? Support your answer with details from the excerpt.

The author explains how a friend helped another feel what it was like to run.

Scoring Notes: This response fulfills some of the requirements of the task. The response gives a limited demonstration of how the theme of friendship was developed (. . . *how a friend helped another feel what it was like to run*). This statement is not supported with details from the text.

Question 1, Sample D – Score Point 1

**1** How does the author develop the theme of friendship? Support your answer with details from the excerpt.

The author develops friendship by the girl helping Jason with the communication cards. I know this because the text states "I opened my back pack and reach for the cards. What do you need?"

Scoring Notes: This response fulfills some of the requirements of the task. The information provided in the response (. . . *by the girl helping Jason with the communication cards*) provides only a limited demonstration of how the theme of friendship was developed. The additional supporting detail ("*I opened my back pack and reach for the cards. What do you need?*") does not help further explain the development of the theme of friendship.

**Question 1, Sample E – Score Point 0**

**1** How does the author develop the theme of friendship? Support your answer with details from the excerpt.

The author develops the theme of friendship by Catherine being super friendly.

Scoring Notes: This response does not fulfill the requirements of the task. The response repeats the idea of friendship but does not address how the theme was developed in the excerpt.

**Question 1, Sample F – Score Point 0**

**1** How does the author develop the theme of friendship? Support your answer with details from the excerpt.

Being a good friend is the theme

Scoring Notes: This response does not fulfill the requirements of the task. The response only repeats information from the prompt.

**Item #2**  
**Constructed-Response**

**Constructed-Response**  
**Reading: Literature**

**Question 2**

<p><b>2.</b> What effect does Jason’s waving at the onlookers have on the outcome of events? Support your answer with details from the excerpt.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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**Top-Score Response:**

Jason’s wave shows to both Catherine and the onlookers that he is having a good time going for a run in his wheelchair. The onlookers are no longer confused and cheer Jason and Catherine on. One man even gives the thumbs up, and someone holds her baby up to see. Catherine is encouraged and asks Jason if he wants to go again.

***Note:** The top-score response demonstrates a performance that exceeds the expectations of what is required to receive two points. The top-score 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.*

Question 2, Sample A – Score Point 2

- 2 What effect does Jason’s waving at the onlookers have on the outcome of events? Support your answer with details from the excerpt.

The effect of Jason's waving at the onlookers reassures Cathrine that he is having a good time "running". This effects the outcome because if he didn't wave to onlakers Cathrine might have gotten worried that he wasn't having fun and they might not have finished there "run".

Scoring Notes: This response fulfills all the requirements of the task. The information provided in the response adequately explains how Jason’s waving affected the events in the passage by explaining how it affected the onlookers’ perception (*The effect of Jason’s waving at the onlookers reassures Catherine that he is having a good time “running”*). The response goes on to explain how this led to Catherine and Jason going around the parking lot a second time (*. . . if he didn’t wave to onlookers Catherine might have gotten worried that he wasn’t having fun and they might not have finished there “run”*).

Question 2, Sample B – Score Point 2

- 2 What effect does Jason’s waving at the onlookers have on the outcome of events? Support your answer with details from the excerpt.

When Jason waved it showed that he was okay and happy. In the story it says that "A man in the restaurant gives everyone a thumbs-up, and everyone in the waiting room cheers." It shows that he was okay.

Scoring Notes: This response fulfills all the requirements of the task. The support provided helps to describe the effect Jason’s wave has on the onlookers (*When Jason waved it showed that he was okay and happy. In the story it says that “A man in the restarant gives everyone a thumbs-up, and everyone in the waiting room cheers”*).

Question 2, Sample C – Score Point 1

2 What effect does Jason’s waving at the onlookers have on the outcome of events? Support your answer with details from the excerpt.

Jason's waving at the onlookers effect  
the outcome of events because after Jason  
waves to the onlookers Catherine asks  
Jason if he wants to go again.

Scoring Notes: This response fulfills some of the requirements of the task. The response includes information to show how Jason’s waving had an effect on the events (. . . after Jason waves to the onlookers Catherine asks Jason if he wants to go again). The response lacks specific text-based details.

Question 2, Sample D – Score Point 1

2 What effect does Jason’s waving at the onlookers have on the outcome of events? Support your answer with details from the excerpt.

Jason's wave at the onlookers  
shows that he is ok and ready  
to go again.

Scoring Notes: This response fulfills some of the requirements of the task. While the response explains how Jason’s waving affected the onlookers’ perception of events (*Jason’s wave at the onlookers shows that he is ok and ready to go again*), the response lacks specific text-based details and does not clearly explain how their altered perception led to further changes to the outcome of events.

Question 2, Sample E – Score Point 0

2 What effect does Jason's waving at the onlookers have on the outcome of events? Support your answer with details from the excerpt.

Jason wave a man in one of the restaurants  
gives a thumbs-up, and everyone in the  
waiting room cheers, Carol holding her baby  
high so he can see.

Scoring Notes: The response does not fulfill the requirements of the task. While the response includes details copied from the story, the details alone do not demonstrate an understanding of how the wave to onlookers impacted the outcome of events.

Question 2, Sample F – Score Point 0

2 What effect does Jason's waving at the onlookers have on the outcome of events? Support your answer with details from the excerpt.

Jason's wave waving at people  
that he knows

Scoring Notes: The response does not fulfill the requirements of the task. The response includes an assumption about why Jason is waving but does not describe the effect of the wave on the outcome of events.

**Item #3**  
**Constructed-Response**

**Constructed-Response**  
**Reading: Literature**

**Question 3**

**3.** How does the author develop Catherine’s point of view in the excerpt? Support your answer with details from the excerpt.

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**Top-Score Response:**

When Catherine describes the sensation of running to Jason, she feels like she might have hurt his feelings and says, “How could I bring these words to comfort myself when they put that hurt in his face?” She jokes about pushing him around the parking lot, and he thinks it is a good idea. She shows she is nervous at first by saying, “I grip the wheelchair handles as we go down the ramp, my muscles tight as a rope.” At the end of the run, she is relieved when he shows he has enjoyed it.

**Note:** *The top-score response demonstrates a performance that exceeds the expectations of what is required to receive two points. The top-score 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.*

Question 3, Sample A – Score Point 2

- 3** How does the author develop Catherine’s point of view in the excerpt? Support your answer with details from the excerpt.

In the beging she was scared of taking Jason outside. The text states that Catherine said "My muscles were tight as a rope." This proves she was scared. At the end she started to feel relaxed. The text states she said "One more time." That proves she was relaxed.

Scoring Notes: This response fulfills all the requirements of the task. The response provides information from the text that shows how the author developed Catherine’s point of view in the beginning (. . . *she was scared*) and at the end (. . . *she started to feel relaxed*). This is supported by relevant information from the excerpt to support her feelings at the beginning (. . . *Catherine said, "My muscles were tight as a rope"*) and at the end (. . . *she said "one more time"*).

Question 3, Sample B – Score Point 2

- 3** How does the author develop Catherine’s point of view in the excerpt? Support your answer with details from the excerpt.

Cathrine was worried about pushing Jason like that. She didn't want to hurt him. But they both had a great time. "One more time?" I ask Jason. He grins. Excellent.

Scoring Notes: This response fulfills all the requirements of the task by providing information from the text that shows the events from Catherine’s point of view. The explanations describe Catherine’s feelings at the beginning (*Cathrine was worried about pushing Jason like that. She didn't want to hurt him*) and how her feelings changed (*But they both had a great time. "One more time?" I ask Jason. He grins. Excellent*).

Question 3, Sample C – Score Point 1

- 3** How does the author develop Catherine’s point of view in the excerpt? Support your answer with details from the excerpt.

In Catherine's point of view she wasn't sure about taking Jason for a walk. In the story it says, "Because there are cars out there, and tourists," I say "and seagulls." Catherine thought she would run into somebody.

Scoring Notes: This response fulfills some of the requirements of the task. The response provides information from the text about Catherine’s point of view (. . . she wasn't sure about taking Jason for a walk). Catherine’s hesitancy is thoroughly explained and supported with details from the text (“Because there are cars out there, and tourists,” I say “and seagulls”). The response does not include information about how Catherine’s point of view developed.

Question 3, Sample D – Score Point 1

- 3** How does the author develop Catherine’s point of view in the excerpt? Support your answer with details from the excerpt.

The author develop Catherine's point of view by, letting us know what she is doing and thinking.

Scoring Notes: This response fulfills some of the requirements of the task. The response mentions that the author shows Catherine’s point of view, but the information from the excerpt is general. The response does not identify what Catherine is thinking or feeling, and instead focuses on the more literal interpretation of what the author does in the excerpt (*The author develop Catherine’s point of view by, letting us know what she is doing and thinking.*). No text-based details are provided for support.

Question 3, Sample E – Score Point 0

- 3** How does the author develop Catherine’s point of view in the excerpt? Support your answer with details from the excerpt.

Catherine is developed as a nice girl who likes to help her friends with disabilities.

Scoring Notes: This response does not fulfill the requirements of the task. The response is a characterization of Catherine rather than an explanation of how her point of view is developed.

Question 3, Sample F – Score Point 0

- 3** How does the author develop Catherine’s point of view in the excerpt? Support your answer with details from the excerpt.

He develops her point of view by using words like, I, me, we, or us.

Scoring Notes: This response does not fulfill the requirements of the task. There is not information from the excerpt showing Catherine’s point of view. Pointing out that the text is written in first person does not help to explain Catherine’s point of view.

**Item #4**  
**Writing Prompt**

## Writing Prompt

You have just read the article, "A Cowboy Who Rode the Waves." Luke's participation in the Seagoing Cowboys program allowed him to experience adventures and visit many unique places. Using information from the article, write an argument from Luke's point of view convincing others to participate in the Seagoing Cowboys program.

Be sure to include

- reasons to join the program
- details from the article to support Luke's claims
- an introduction, a body, and a conclusion to your essay

## Passage

### Directions

Read the article "A Cowboy Who Rode the Waves." Then answer the questions.

### A Cowboy Who Rode the Waves

by Peggy Reif Miller

Luke Bomberger crossed the Atlantic Ocean 16 times and the Pacific Ocean twice to help people affected by World War II.

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- 1 Luke Bomberger had no idea that his life would change soon after his high-school graduation. He was working two part-time jobs in a grocery store and a bank when his friend Don Reist invited him to go to Europe on a cattle boat. Luke couldn't say no. He knew it was an opportunity of a lifetime.
- 2 It was 1945, World War II was over in Europe, and many countries were left in ruins. To help these countries recover their food supplies, animals, and more, 44 nations joined together to form UNRRA (the United Nations Relief and Rehabilitation Administration). UNRRA hired "Seagoing Cowboys" to take care of the horses, young cows, and mules that were shipped overseas. Luke and Don signed up.

#### Heading Overseas

- 3 In August 1945, they received their orders to report to New Orleans. "We arrived August 14," Luke says, "the day the Pacific war ended." They got their seaman's papers and boarded the *SS Charles W. Wooster*, headed for Greece—with a cargo of 335 horses plus enough hay and oats to feed them.
- 4 Luke turned 18 before arriving in Greece, which meant he could be drafted for military service. "When my draft board learned that I was on a cattle-boat trip, they told me to just keep doing that for my service." By the time he was discharged in 1947, Luke had made nine trips—the most of any Seagoing Cowboy.

5 "The cattle-boat trips were an unbelievable opportunity for a small-town boy," he says. "Besides helping people, I had the side benefit of seeing Europe and China. But seeing the Acropolis in Greece was special," he says. "So was taking a gondola ride in Venice, Italy, a city with streets of water." Luke also toured an excavated castle in Crete and marveled at the Panama Canal on his way to China.

### **Traveling the High Seas**

6 It took about two weeks to cross the Atlantic Ocean from the eastern coast of the United States and a month to get to China. Caring for the animals during the crossings kept Luke busy. They had to be fed and watered two or three times a day. Bales of hay and bags of oats had to be pulled up from the lower holds of the ship. Stalls had to be cleaned.

7 Helping out on his aunt Katie's farm as a boy had prepared Luke for hard work, but not for the dangers at sea. On his second trip, Luke served as night watchman. His job was to check on all the animals every hour. One rainy night, after making his hourly report to the captain, he slid down a slippery ladder on his backside. Luke's heart raced as he shot feet first toward an opening on the side of the ship. A small strip of metal along the edge stopped his slide, keeping him from flying overboard into the dark Atlantic. He was happy to be alive. But he couldn't work for a couple of days because of cracked ribs.

8 Luke also found time to have fun on board, especially on return trips after the animals had been unloaded. The cowboys played baseball and volleyball games in the empty holds where animals had been housed. Table-tennis tournaments, fencing, boxing, reading, whittling, and games also helped pass the time.

9 But being a Seagoing Cowboy was much more than an adventure for Luke Bomberger. It opened up the world to him. "I'm grateful for the opportunity," he says. "It made me more aware of people of other countries and their needs." And that awareness stayed with him, leading his family to host a number of international students and exchange visitors for many years.

"A Cowboy Who Rode the Waves" by Peggy Reif Miller from Highlights for Children Magazine's October 2013 issue, copyright © 2013 by Highlights for Children, Inc., Columbus, Ohio. Used by permission.

## Writing Rubric Grades 5-12

SCORE POINT 6
<p><b>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.</b></p>
Ideas and Content
<p><b>Does the writing fully accomplish the task (e.g., support an opinion/argument, summarize, tell a story, or write an article)? Does it</b></p> <ul style="list-style-type: none"> <li>• present a unifying theme or main idea without going off on tangents?</li> <li>• stay completely focused on topic and task?</li> </ul> <p><b>Does the writing include thorough, relevant, and complete ideas? Does it</b></p> <ul style="list-style-type: none"> <li>• include in-depth information and exceptional supporting facts and details that fully develop the topic?</li> <li>• fully explore many facets of the topic?</li> </ul>
Organization
<p><b>Are the ideas in the writing organized logically? Does the writing</b></p> <ul style="list-style-type: none"> <li>• present a meaningful, cohesive whole with a beginning, a middle, and an end (i.e., include an inviting introduction and a strong conclusion)?</li> <li>• progress in an order that enhances meaning?</li> <li>• 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)?</li> </ul>
Style
<p><b>Does the writing exhibit exceptional word usage? Does it</b></p> <ul style="list-style-type: none"> <li>• 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)?</li> <li>• demonstrate control of a challenging vocabulary?</li> </ul> <p><b>Does the writing demonstrate exceptional writing technique?</b></p> <ul style="list-style-type: none"> <li>• Is the writing exceptionally fluent?</li> <li>• Does it include varied sentence patterns, including complex sentences?</li> <li>• 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)?</li> </ul>
Voice
<p><b>Does the writing demonstrate effective adjustment of language and tone to task and reader? Does it</b></p> <ul style="list-style-type: none"> <li>• establish and maintain a style appropriate to purpose?</li> <li>• demonstrate a strong sense of audience?</li> <li>• exhibit an original perspective (e.g., authoritative, lively, and/or exciting)?</li> </ul>

## 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 fully accomplish the task (e.g., support an opinion/argument, 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 include many relevant ideas? Does it

- provide in-depth information and more than adequate supporting facts and details that fully develop the topic?
- explore many facets of the topic?

### Organization

Are the ideas in the writing 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 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 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 demonstrate effective adjustment of language and tone to task and reader? Does it

- establish and maintain a style appropriate to purpose?
- demonstrate a sense of audience?
- exhibit an original perspective (e.g., authoritative, lively, and/or exciting)?

## 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 accomplish the task (e.g., support an opinion/argument, 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 include relevant ideas? Does it

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

### Organization

Are the ideas in the writing 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 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 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 demonstrate an attempt to adjust language and tone to task and reader? Does it

- establish and maintain a style mostly appropriate to purpose? (The writing may occasionally slip out of register.)
- demonstrate some sense of audience?
- attempt an original perspective?

### 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 minimally accomplish the task (e.g., support an opinion/argument, 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 include some relevant ideas? Does it

- include some information with only a few details, or list ideas with minimal facts and supporting details to develop the topic?
- explore some facets of the topic?

#### Organization

Is there an attempt to logically organize ideas in the writing? 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 exhibit ordinary word usage? Does it

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

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

- demonstrate difficulty establishing and maintaining a style appropriate to purpose?
- demonstrate little sense of audience?
- generally lack an original perspective?

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

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

Does the writing include few relevant ideas? Does it

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

### Organization

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

- 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 exhibit minimal word usage? Does it

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

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

- demonstrate difficulty establishing a style appropriate to purpose?
- demonstrate little or no sense of audience?
- lack an original perspective?

## 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 fail to accomplish the task (e.g., support an opinion /argument, 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 include very few relevant ideas?

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

### Organization

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

- demonstrate inability to establish a style appropriate to purpose?
- demonstrate a lack of a sense of audience?
- lack an original perspective?

## Grammar and Usage Rubric Grades 5-8

In their writing, students will apply the Standard English conventions defined in the 2014 Indiana Academic Standards for their grade and all previous grades.

Score	Does writing exhibit a good command of language skills?
<b>4</b>	<p><i>In a Score Point 4 paper, there are no errors that impair the flow of communication. Errors are infrequent and have a minor impact on the overall communication; they are generally of the first-draft variety and may occur when students attempt sophisticated sentence construction.</i></p> <ul style="list-style-type: none"> <li>• Do words have very few or no capitalization errors?</li> <li>• Do sentences have very few or no punctuation errors?</li> <li>• Do words have very few or no spelling errors?</li> <li>• Do sentences have very few or no grammar or word usage errors?</li> <li>• Writing has very few or no paragraphing errors.</li> <li>• Writing has very few or no run-on sentences or sentence fragments.</li> </ul>
	Does writing exhibit an adequate command of language skills?
<b>3</b>	<p><i>In a Score Point 3 paper, errors are occasional but do not impede the flow of communication; the writer's meaning is not seriously obscured by language errors.</i></p> <ul style="list-style-type: none"> <li>• Do words have occasional capitalization errors?</li> <li>• Do sentences have occasional punctuation errors?</li> <li>• Do words have occasional spelling errors?</li> <li>• Do sentences have occasional grammar or word usage errors?</li> <li>• Writing may have occasional paragraphing errors.</li> <li>• Writing may have run-on sentences or sentence fragments.</li> </ul>
	Does writing exhibit a minimal command of language skills?
<b>2</b>	<p><i>In a Score Point 2 paper, errors are typically frequent and may cause the reader to stop and reread part of the writing. While some aspects of the writing may be more consistently correct than others, the existing errors do impair communication. With a little extra effort on the reader's part, it is still possible to discern most, if not all, of what the writer is trying to communicate.</i></p> <ul style="list-style-type: none"> <li>• Do words have frequent capitalization errors?</li> <li>• Do sentences have frequent punctuation errors?</li> <li>• Do words have frequent spelling errors?</li> <li>• Do sentences have frequent grammar or word usage errors?</li> <li>• Writing may have errors in paragraphing, or paragraphing may be missing.</li> <li>• Writing is likely to have run-on sentences or sentence fragments.</li> </ul>
	Does writing exhibit a less than minimal command of language skills?
<b>1</b>	<p><i>In a Score Point 1 paper, errors are serious and numerous; they cause the reader to struggle to discern the writer's meaning. Errors are frequently of a wide variety. There may be sections where it is impossible to ascertain what the writer is attempting to communicate.</i></p> <ul style="list-style-type: none"> <li>• Do words have many capitalization errors?</li> <li>• Do sentences have many punctuation errors?</li> <li>• Do words have many spelling errors?</li> <li>• Do sentences have many grammar and word usage errors?</li> <li>• Writing may have errors in paragraphing, or paragraphing may be missing.</li> <li>• Writing is likely to have run-on sentences or sentence fragments.</li> </ul>

**NOTE:** 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 2 score points.

**Writing Prompt, Sample A**  
**Writing – Score Point 6**  
**Grammar and Usage – Score Point 4**

The Seagoing Cowboys program changed my life. I saw sights I had never before imagined I could see. I experienced an adventure. But best of all I helped others. The Seagoing Cowboys are people who take care of the animals while they are being sailed to countries being rebuilt. The Seagoing Cowboys was a wonderful opportunity for me, so you should think about participating.

World War II has left many people in distress. People overseas are in need of help. When you become a Seagoing Cowboy, you get to help people. We fed and watered the animals during the journey. We also pulled bales of hay and oats up from the ship's lower holds and cleaned the stalls. I have also served as a night watchmen. No matter what job you do, you are helping others.

The trip was more than just work. We were able to see many very special and unique places. We adventured in many different countries. Our list of sights included Europe and China. I specifically enjoyed the acropolis in Greece and Venice, Italy. In addition, while in Crete we toured an excavated castle. Our mouths gaped open when viewing the Panama Canal on our way to China. Spectacular sights are another reason to participate in the Seagoing Cowboys.

On our way back, when there were no animals to care for, we really could have some fun. We played volleyball and baseball where the animals once were. There were other ways to make time pass, such as table-tennis, fencing, boxing, reading, whittling, and more games. There was always something to do to entertain ourselves. Being a Seagoing Cowboy means never being bored.

Some people do not like the idea of the Seagoing Cowboys. They say it is too dangerous, which it can be sometimes. I once cracked my ribs during an accident while being a night watchman. Even though, helping others and going on adventures outweigh any possible risks. The safety issues that could later cause problems simply do not equal the once in a lifetime opportunity.

While being a Seagoing Cowboy, I helped others, visited new places, and had fun doing so. Joining the program was a wonderful choice. Memories of my experience still influence me today. Visiting foreign places raised my awareness of other people and their needs. The program opened my eyes to the greater world out there for me to discover. Being able to help others made me feel even more sure that I made the right choice when joining the Seagoing Cowboys. I will never forget the adventure I experienced. Joining this program influenced me in ways I still puzzle. I hope that you, too, will one day look back on your experiences as a Seagoing Cowboy and smile. There is no greater thing than helping people, seeing the world, and having fun all in one journey.

## Notes for Writing Prompt, Sample A

### Writing– 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 Rubric.

This sample

- fully accomplishes the task and addresses all specific points of the prompt (i.e., write an argument from Luke’s point of view convincing others to participate in the Seagoing Cowboys program).
- stays completely focused on the topic and presents a unified central idea of why being a Seagoing Cowboy is a wonderful idea and outweighs any downsides.
- provides in-depth information and strong supporting details that are well developed, including an effective use of counterargument (e.g., *Even though, helping others and going on adventures outweigh any possible risks.*).
- organizes ideas logically and creates a meaningful, cohesive whole; has an introduction, well-composed middle with strong transitions, and a solid conclusion (e.g., *There is no greater thing than helping people, seeing the world, and having fun all in one journey.*).
- demonstrates very good word usage with excellent writing technique, making explanations detailed and precise (e.g., *While being a Seagoing Cowboy, I helped others, visited new places, and had fun doing so.*).
- is fluent and easy to read; the writer includes varied sentence patterns (e.g., *On our way back, when there were no animals to care for, we really could have some fun.*).
- exhibits an authoritative, lively perspective and effectively adjusts language and tone to the task (e.g., *The Seagoing Cowboys was a wonderful opportunity for me, so you should think about participating.*).

**NOTE:** Per the Writing Rubric (Grades 5-12), 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.

### Grammar and Usage – Score Point 4

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

This sample

- uses mostly correct capitalization (e.g., *acropolis*).
- has correct punctuation.
- has no spelling errors.
- has mostly correct grammar and word usage (e.g., *their* [there], *you* [your]).
- shows effective command of sentence structure.
- uses paragraphing effectively.

**Writing Prompt, Sample B**  
**Writing – Score Point 6**  
**Grammar and Usage – Score Point 4**

I love being a seagoing cowboy, and I think you would love it too. When my good friend, Don Reist, invited me to go to Europe on a cattle boat, I couldn't say no. This was an opportunity of a lifetime. I had to say yes. What other time would I get to discover the ruins of World War II and help other countries at the same time? It was an extraordinary adventure and I would wish for everyone to experience it. In August, 1945, we were on our way to New Orleans. It was the day the Pacific War ended. We arrived on August 14. We gathered their seaman's papers and boarded SS Charles W. Wooster. We were going to Greece with hay, oats, and 335 horses. It was a wonderful adventure, but the best part was that I turned 18 on the way, which meant I was able to be drafted for military service. They told me to remain a seagoing cowboy.

I would persuade people to be a seagoing cowboy for many reasons. Even though there is cleaning stalls and feeding the animals, there are beautiful landscapes. I got to visit Europe, China, and Greece. Seeing the Acropolis of Greece was very special. And being on a gondola ride in Venice, Greece, was amazing. Venice is known as "A city with streets of water." The excavated castle in Crete was marvelous. On the way to China, I glanced over the forever going Panama Canal. It seemed endless.

If you would like to see beautiful parts of the world I would definitely advise you to be a seagoing cowboy, but the sight is not the best part. Seeing the people and the ruins of destroyed places, makes me so grateful for this opportunity. It made me aware of other people and countries and their needs. I now have international students and exchange students living with me right now. I wanted to let people explore parts of the world just like I did.

There are all the deep, and emotional parts of being a seagoing cowboy, but don't forget the fun. Besides hanging out with the friends I made on the way, we got to play on the way back. On the way back, when the animals had been delivered, we had some fun and took advantage of the open space. We often played baseball or volleyball in the empty holds. We also did some fencing, boxing, or table-tennis. And when we are ready to calm down, we read or whittle.

My life as a seagoing cowboy has really influenced me. It has made me so grateful that I can have a life without war. It has also allowed me to visit glorious places and have a little fun. So if you want a career as amazing and fun as mine, you should become a seagoing cowboy.

## Notes for Writing Prompt, Sample B

### Writing – 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 Rubric.

This sample

- fully accomplishes the task and addresses all specific points of the prompt (i.e., write an argument from Luke’s point of view convincing others to participate in the Seagoing Cowboys program).
- stays completely focused on the topic and presents a unified central idea of why being a Seagoing Cowboy is a wonderful idea from Luke’s point of view.
- provides in-depth information and relevant supporting details that are well developed (e.g., *We were going to Greece with hay, oats, and 335 horses.*).
- organizes ideas logically and creates a meaningful, cohesive whole; has an engaging introduction, well-composed middle, and a strong conclusion (e.g., *So if you want a career as amazing and fun as mine, you should become a seagoing cowboy.*).
- demonstrates very good word usage with writing technique that enhances the text by making explanations vivid and precise (e.g., *And when we are ready to calm down, we read or whittle.*).
- is fluent and easy to read; the writer includes varied sentence patterns (e.g., *On the way back, when the animals had been delivered, we had some fun and took advantage of the open space.*).
- exhibits an original perspective and effectively adjusts language and tone to the task (e.g., *What other time would I get to discover the ruins of World War II and help other countries at the same time?*).

**NOTE:** Per the Writing Rubric (Grades 5-12), 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.

### Grammar and Usage – Score Point 4

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

This sample

- uses correct capitalization.
- has mostly correct punctuation with a couple misused commas.
- has a few spelling errors (e.g., *extrordinary* [extraordinary], *pursuade* [persuade], *definitly* [definitely]).
- has mostly correct grammar and word usage (e.g., *castle is* [in] *Crete*).
- shows effective command of sentence structure.
- uses paragraphing effectively.

**Writing Prompt, Sample C**  
**Writing – Score Point 5**  
**Grammar and Usage – Score Point 4**

To be a Seagoing Cowboy you need many things, such as courage, confidence, and you need to like to help people. When I was a seagoing cowboy I had a lot of fun and it just felt good to know that I was helping people in need. Whenever we brought supplies somewhere it was amazing to see the smiles on their faces. That's why I did what I did.

Some people might ask why they should do it. I say the main reason is to help people and to make them happy. The people that I've helped just felt good to know that there's someone in the world who cares about them and that they're not forgotten. Helping people is really fun especially to know that you're helping so many people. You're helping babies, children, adults, and elder that could all die without out the support from UNRRA. An organization made just for that reason, to help people.

Another pretty good reason to be a seagoing cowboy and join the program is that you get to see many cool and interesting things and places. In the article it tells about how I got to see the Acropolis in Greece and how I got to take a Gondola ride in Venice, Italy. When you join you'll probably get to do stuff like that too. This job may seem like a lot of work, and it is, but it's worth it when you get to see breathtaking scenery like that. You get opportunities to see those things and possibly any other things you've ever wanted to see that you may not ever get to see otherwise. You get a decent amount of free time to explore where you are and I don't see why anyone wouldn't want to do that.

During most of my trips overseas we had animals with us. On one of my trips, as I said in the article, we had a cargo of 335 horses! I also said that the animals had to be fed and watered two or three times a day, so if you like doing that kind of stuff you might want to sign up right now. You get the opportunity to work with more than just horses though, you get to work with mules and young cows too. That's just one of the many benefits of being a Seagoing Cowboy for the UNRRA or the United Nations Relief and Rehabilitation Administration.

After I got done being a Seagoing Cowboy my attitude changed a little. I think I became a happier person overall. After I returned home my family and I decided to start hosting International Students and Exchange Visitors. Over the years we kept hosting them and it made a vast improvement in our everyday lives. We like to think we made an improvement in the International Students and Exchange Visitors lives too. If you join the UNRRA like I did it will make you more aware of people of other countries and their needs and that awareness will most likely stay with you, as I said in the article. It truly will make a difference in your lives and will increase you awareness for other people in different countries.

In conclusion, I think if you have the opportunity to join the UNRRA I think you should do so. There is an enormous list of reasons to join the UNRRA, and if you join you might just find out all of

those reasons. I know everyone has their own opinions and I have mine, but I hope you will now want to join the UNRRA, as it has changed my life. It will change your life, and UNRRA has already changed lives.

## Writing Prompt, Sample C

### Writing – 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 Rubric.

This sample

- fully accomplishes the task (i.e., write an argument from Luke’s point of view convincing others to participate in the Seagoing Cowboys program).
- stays focused on the topic, presenting a unified central idea.
- includes many relevant ideas that are well developed (e.g., *After I returned home my family and I decided to start hosting International Students and Exchange Visitors.*).
- is organized logically with a clear introduction, well developed body including effective transitions, and a conclusion (e.g., *After I got done being a Seagoing Cowboy my attitude changed a little.*).
- exhibits mostly good word usage and writing technique with some redundant phrases (e.g., *Over the years we kept hosting them and it made a vast improvement in our everyday lives.*).
- is easy to read; uses varied sentence patterns, including complex sentences (e.g., *There is an enormous list of reasons to join the UNRRA, and if you join you might just find out all of those reasons.*).
- appropriately adjusts language and tone to the task (e.g., *When I was a seagoing cowboy I had a lot of fun and it just felt good to know that I was helping people in need.*).

**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. It does not have the same level of detail or word choice.

### Grammar and Usage – Score Point 4

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

This sample

- has mostly correct capitalization (e.g., *International Students* [international students], *Exchange Visitors* [exchange visitors]).
- has mostly correct punctuation with occasional misused or missing commas.
- uses correct spelling.
- demonstrates mostly correct grammar and word usage (e.g., *elder* [elders], *without out* [without]).
- shows mostly effective command of sentence structure.
- uses paragraphs correctly.

**Writing Prompt, Sample D**  
**Writing – Score Point 5**  
**Grammar and Usage – Score Point 4**

Bam! Waves crashing! Whisk! Oats flying! Neigh! Horses roaring! Yet, I was in heaven. Right where I wanted to be. On a boat, tending to animals, helping people, yet still having fun with my friends. A Seagoing Cowboy!

Being a Seagoing Cowboy opened up the world for me. I was helping people, learning responsibility, and tending to animals. Before I enrolled as a Seagoing Cowboy, I was a store clerk and I worked at a bank. But, becoming a Seagoing Cowboy, I had a new purpose. It rejuvenated or energized me to become something bigger, better. I was a small town country boy making a big impact in the world. It was my savior, what about you?

Being a Seagoing Cowboy not only taught me things, but it helped me loosen up. On the way back to the U.S., the crew and I played games. For example, table tennis, volley ball, fencing, whittling, and boxing. While we were on foreign lands, we also saw many amazing things. Such as, the Panama Canal, the Acropolis in Greece, taking a gondola ride in Venice, and touring an excavated castle in Crete. It was amazing.

The sights were great, yet what we were doing for the people affected by war, was even better. We were giving people hope. It was a truly satisfying feeling. Wouldn't you want to experience it? Well, you can! The UNRRA is recruiting people just out of high school. You don't have to have a farming background whatsoever. If you want to make a difference, this might be for you. There are many benefits and you get to help people in need as well.

Being a Seagoing Cowboy was my life. It taught me everything I know. Enroll now, and make a big difference. Be a hero! Be a Seagoing Cowboy for life!

## Notes for Writing Prompt, Sample D

### Writing – 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 Rubric.

This sample

- fully accomplishes the task (i.e., write an argument from Luke’s point of view convincing others to participate in the Seagoing Cowboys program).
- stays focused on the topic.
- includes many relevant ideas and more than adequate supporting facts and details (e.g., *Before I enrolled as a Seagoing Cowboy, I was a store clerk and I worked at a bank.*).
- is organized logically with an engaging introduction, a body with clear transitions, and a conclusion (e.g., *Bam! Waves crashing! Whisk! Oats flying! Neigh! Horses roaring! Yet, I was in heaven.*).
- exhibits good word usage and writing technique (e.g., *It rejuvenated or energized me to become something bigger, better.*).
- is easy to read; uses varied sentence patterns, including complex sentences (e.g., *Being a Seagoing Cowboy not only taught me things, but it helped me loosen up.*).
- appropriately adjusts language and tone to the task with a lively voice (e.g., *If you want to make a difference, this might be for you.*).

**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. It does not have the same level of detail or word choice.

### Grammar and Usage – Score Point 4

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

This sample

- uses correct capitalization.
- has mostly correct punctuation.
- has correct spelling, with only one mistake when attempting more sophisticated word choice (e.g., *rejuvenated* [rejuvenated]).
- demonstrates mostly correct grammar and word usage (e.g., *where* [were]).
- shows mostly effective command of sentence structure. While a couple of sentences fragments are stylistic, there are a couple that are not (e.g., *For example, table tennis, volley ball, fencing, whittling, and boxing.*).
- uses paragraphs correctly.

**Writing Prompt, Sample E**  
**Writing – Score Point 4**  
**Grammar and Usage – Score Point 4**

Luke Bomberger joined the Seagoing Cowboys after he graduated highschool. Even though this was in 1945, it was a good thing to do. He had to take care of hundreds of horses, mules, and donkeys to help people in Europe. I think you should join in on the fun.

You should join the Seagoing Cowboys because it changed Luke's life and it helped alot of people. Luke even said, "Besides helping people, I had the side benefit of seeing Europe and China." That proves that he helped people and you will to. Do you feel nice when you help someone out? If so, join the crew, there's helping people out, and the experience will change your life.

Convinced yet? No? That's what I thought. Lets go through some pros and cons to convince you to join. A pro is you get to see Europe, Asia, Australia, and many more probably. The con to this is your away from home. Another pro is you get the luxury of helping others. The con is its dangerous on ships, there are storms, sealife, and the ships might not be good quality. Luke almost fell off the ship once. He was done on his night shift and slipped, then slid down the ladder on his back toward the open side of the ship. A piece of metal stopped his slide thankfully.

There are many other reasons to join the Seagoing Cowboys, like the fun and sightseeing. In paragraph 8 the author wrote, "The cowboys played baseball and volleyball games in the empty holds. . ." This proves they also had time for fun. He also got to see different places and enjoy new luxuries.

Convinced yet? I hope so. The Seagoing Cowboys sounds really fun doesn't it? You get to see new things and enjoy new things. Luke said the experience changed his life, let it change yours to!

## Notes for Writing Prompt, Sample E

### Writing – 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 Rubric.

This sample

- adequately accomplishes the task (i.e., write an argument from Luke’s point of view convincing others to participate in the Seagoing Cowboys program). The response uses Luke’s ideas as examples rather than writing the response in first person from Luke’s point of view.
- stays focused on the topic.
- provides sufficient information with supporting facts and details (e.g., *He had to take care of hundreds of horses, mules, and donkeys to help people in Europe.*).
- progresses in a logical order (e.g., *There are many other reasons to join the Seagoing Cowboys, like the fun and sightseeing.*).
- demonstrates control of vocabulary that is appropriate to the topic (e.g., *He also got to see different places and enjoy new luxuries.*).
- is mostly fluent and exhibits a variety of sentence structures (e.g., *He was done on his night shift and slipped, then slid down the ladder on his back toward the open side of the ship.*).
- displays an appropriate register that engages with the audience in a manner that is appropriate to the task’s purpose (e.g., *The Seagoing Cowboys sounds really fun doesn’t it?*).

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

### Grammar and Usage – Score Point 4

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

This sample

- uses correct capitalization.
- has mostly correct punctuation, with a few errors (e.g., *Lets* [Let’s], *its* [it’s]).
- has few grade-level spelling errors (e.g., *highschool* [high school], *alot* [a lot]).
- has few usage errors (e.g., *to* [too], *your* [you’re]).
- uses paragraphs correctly.

**Writing Prompt, Sample F**  
**Writing – Score Point 4**  
**Grammar and Usage – Score Point 4**

You should join the Seagoing Cowboys! There are tons of reasons why joining the Seagoing Cowboys have changed my life.

First, having jobs on the boat teaches you to be responsible. It does a better job at teaching you than just doing a few chores at home. There was even a time that I learned to be careful as a night watchman.

Second, you get to go sight seeing! Yes, you could travel from home, but on the ship it's a whole new sight every day! I got to see New Orleans, Greece, the eastern coast of the U.S., and China!

Third, you're helping people. At home you could help out your neighborhood, but imagine helping people all over the world! Knowing that I'm helping someone fills me with warmth inside.

Finally, you get to have loads of fun! We do all kinds of sports like baseball; volley ball; fencing; and boxing. The crew also read, played board games, and whittled. If that doesn't sound like fun, then I don't know what.

You should join the Seagoing Cowboys. Being a part of them has taught me reponcibilities, I've gone sight seeing, we help people, and you get to have lots of fun.

## Notes for Writing Prompt, Sample F

### Writing – 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 Rubric.

This sample

- adequately accomplishes the task (i.e., write an argument from Luke’s point of view convincing others to participate in the Seagoing Cowboys program).
- stays focused on the topic.
- provides sufficient information with supporting facts and details (e.g., *I got to see New Orleans, Greece, the eastern coast of the U.S., and China!*).
- progresses in a logical order with clear and developed subtopics, framed by an introduction and conclusion; however, transitions are basic (e.g., *First, having jobs on the boat teaches you to be responsible.*).
- demonstrates control of vocabulary that is appropriate to the topic (e.g., *Knowing that I’m helping someone fills me with warmth inside.*).
- is mostly fluent and exhibits a variety of sentence structures; however, there is overuse of exclamatory sentences (e.g., *At home you could help out your neighborhood, but imagine helping people all over the world!*).
- displays an appropriate register (e.g., *Yes, you could travel from home, but on the ship it’s a whole new sight every day!*).

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

### Grammar and Usage – Score Point 4

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

This sample

- uses correct capitalization.
- has mostly correct punctuation, with a few errors (e.g., *We do all kinds of sports like baseball;[,] volley ball; [,] fencing; [,] and boxing.*).
- has few grade-level spelling errors (e.g., *neighborhood* [neighborhood], *reponcibilities* [responsibilities]).
- demonstrates correct grade-level grammar and usage.
- uses paragraphs correctly.

**Writing Prompt, Sample G**  
**Writing – Score Point 3**  
**Grammar and Usage – Score Point 3**

You should join the seagoing cowboys because you can do all kinds of fun stuff. Like on the ship you can play game like baseball, volleyball, Fencing and stuff like that. You get to go all different places and help give food to the people that went through the war. We you help the people at the different places you might be able to get a tour like Luke from the story did. You might have a big job on the ship with all of the animals and stuff like that. But it is not that hard you would still have fun doing other things. When you turn eighteen you might have to go to the military but you might not have to do that Luke did not have to go. You can be the lookout one night and have fun doing that. You should join the seagoing cowboys.

## Notes for Writing Prompt, Sample G

### Writing – 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 Rubric.

This sample

- minimally accomplishes the task (i.e., write an argument from Luke’s point of view convincing others to participate in the Seagoing Cowboys program). The response uses ideas from the article as examples rather than writing the response in first person from Luke’s point of view.
- stays mostly focused on the topic.
- includes a few relevant ideas with minimal supporting facts and details (e.g., *You get to go all different places and help give food to the people that went through the war.*).
- attempts to logically organize ideas with a one sentence introduction, a body, and a concluding sentence (e.g., *You should join the seagoing cowboys because you can do all kinds of fun stuff.*).
- uses basic vocabulary but attempts some more complex sentences (e.g., *But it is not that hard you would still have fun doing other things.*).
- demonstrates an attempt to adjust language and tone to task (e.g., *You can be the lookout one night and have fun doing that.*).

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

### Grammar and Usage – Score Point 3

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

This sample

- uses mostly correct capitalization (e.g., *Fencing* [fencing]).
- has mostly correct punctuation.
- has correct spelling.
- has some grammar and usage errors (e.g., *game* [games], *We you* [You]).
- has run-on sentences (e.g., *When you turn eighteen you might have to go to the military but you might not have to do that Luke did not have to go.*).
- consists of one paragraph.

**Writing Prompt, Sample H**  
**Writing – Score Point 3**  
**Grammar and Usage – Score Point 3**

You should become a seagoing cowboy because it keeps you busy with all kinds of things like feeding and watering the cattle. Another example is that once you unload the animals you can play games like baseball and volleyball in the empty holds where they were being held. You can also play table tennis tournaments, fencing, boxing, reading, and whittling. The text states that "I'm grateful for the opportunity" Luke said. When you get to the place where you are going you can explore that city. Luke Bomberger got to see amazing places like Europe and China. He also got to see Acropolis in Greece and take a gondola ride in Venice, Italy, and a city with streets of water. This is why you should be a seagoing cowboy.

## Notes for Writing Prompt, Sample H

### Writing – 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 Rubric.

This sample

- minimally accomplishes the task (i.e., write an argument from Luke’s point of view convincing others to participate in the Seagoing Cowboys program). The response uses ideas from the article as examples rather than writing the response in first person from Luke’s point of view.
- stays mostly focused on the topic.
- includes a few relevant ideas with minimal supporting facts and details (e.g., *Luke Bomberger got to see amazing places like Europe and china.*).
- attempts to logically organize ideas with a one sentence introduction, a body, and a concluding sentence. An attempt is made to connect ideas with transitions (e.g., *Another example is that once you unload the animals you can play games like baceball and volleyball in the empty holds where the were being held.*).
- uses basic vocabulary and the writing is generally fluent (e.g., *You should become a seagoing cowboy because it keeps you busy with all kinds of things like feeding and watering the cattle.*).
- demonstrates an attempt to adjust language and tone to task (e.g., *This is why you should be a seagoing cowboy.*).

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

### Grammar and Usage – Score Point 3

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

This sample

- uses mostly correct capitalization (e.g., *china* [China]).
- has mostly correct punctuation (e.g., *The text states that “I’m grateful for the opportunity” Luke said.*).
- has some spelling errors (e.g., *baceball* [baseball], *greatful* [grateful], *exsplore* [explore]).
- has few grammar and usage errors (e.g., *the were* [they were], *street* [streets]).
- shows command of basic sentence structure.
- consists of one paragraph.

**Writing Prompt, Sample I**  
**Writing – Score Point 2**  
**Grammar and Usage – Score Point 2**

I think you Should become a Sea Cowboy because use can have fun fencing, playing ping pong and many other activites. Plus you get to visit other country's such as greece, Venice, italy, and china.

But Most of all you get to help others in need. What's better than helping others in need. The fun only starts when you drop the animals off to the people inneed.

Thats why you shoud Join the Sea Cowboy's.

## Notes for Writing Prompt, Sample I

### Writing – 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 Rubric.

This sample

- partially accomplishes the task (i.e., write an argument from Luke's point of view convincing others to participate in the Seagoing Cowboys program).
- exhibits some focus (e.g., *I think you Should become a Sea Cowboy because use can have fun fencing, playing ping pong and many other activites.*).
- provides few supporting details with little development (e.g., *Plus you get to visit other country's such as Greece, venice, Italy, and China.*).
- demonstrates minimal organization but does frame the brief body with an introductory and concluding sentence (e.g., *Thats why you shoud Join the Sea Cowboy's.*).
- exhibits minimal word choice and writing techniques.
- demonstrates an attempt to adjust language to 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.

### Grammar and Usage – Score Point 2

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

This sample

- has capitalization errors (e.g., *Should* [should], *greece* [Greece], *italy* [Italy]).
- has grade-level spelling errors (e.g., *shoud* [should], *activites* [activities], *inneed* [in need]).
- has punctuation errors (e.g., *country's* [countries], *Thats* [That's], *Sea Cowboy's* [Sea Cowboys]).
- has frequent errors in a relatively brief writing sample.

**Writing Prompt, Sample J**  
**Writing – Score Point 2**  
**Grammar and Usage – Score Point 2**

Luke thought this was fun now why not give it a try. Luke could start fund raisers and progames to get many do get a bigger boat to haul more animals.

If I was you I would give it a try becaus it sounds fun to travel around the world and this is a once and a life time opertunity. Thats why he did not want to miss out on this why shuld you. It is free to join. You will have fun.

## Notes for Writing Prompt, Sample J

### Writing – 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 Rubric.

This sample

- partially accomplishes the task (i.e., write an argument from Luke’s point of view convincing others to participate in the Seagoing Cowboys program).
- exhibits some focus, with an attempt at a main idea (e.g., *Luke thought this was fun now why not give it a try.*).
- provides few supporting details with little development (e.g., *It is free to join.*).
- demonstrates minimal organization.
- exhibits minimal word choice and fluency.
- demonstrates an attempt to adjust language to task but has difficulty establishing an appropriate style.

**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.

### Grammar and Usage – Score Point 2

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

This sample

- has correct capitalization.
- has grade-level spelling errors (e.g., *thought* [thought], *progames* [programs], *amimals* [animals]).
- has punctuation errors, including end punctuation (e.g., *Thats* [That’s]).
- has grammatical errors (e.g., *Luke could start fund raisers and progames to get many do get a bigger boat to haul more amimals.*).
- has run-on sentences (e.g., *Luke thought this was fun now why not give it a try. [Luke though this was fun. Now why not give it a try?]*).
- has frequent errors in a relatively brief writing sample.

**Writing Prompt, Sample K**

**Writing – Score Point 1**

**Grammar and Usage – Score Point 1**

Luke bomburger was tyin to convince people to Join. To helpout with taking care of the Animal's and other country's to helpout and it was fun. And they played Game's.

## Notes for Writing Prompt, Sample K

### Writing – 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 Rubric.

This sample

- does not accomplish the task (i.e., write an argument from Luke’s point of view convincing others to participate in the Seagoing Cowboys program).
- has less than minimal development (e.g., *To helpout with taking care of the Animal’s and other country’s to helpout and it was fun.*).
- is too brief to establish an order.
- exhibits less than minimal word choice and lacks fluency.
- demonstrates less than minimal writing technique.
- demonstrates difficulty establishing an appropriate style.

**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.

### Grammar and Usage – Score Point 1

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

This sample

- has capitalization errors (e.g., *bomburger* [Bomburger], *Join* [join], *Animal’s* [animals]).
- has grade-level spelling errors (e.g., *tyin* [trying], *helpout* [help out]).
- has punctuation errors (e.g., *Animal’s* [animals]).
- has difficulty with sentence construction (e.g., *To helpout with taking care of the Animal’s and other country’s to helpout and it was fun.*).
- has numerous errors in a brief writing sample.

**Writing Prompt, Sample L**

**Writing – Score Point 1**

**Grammar and Usage – Score Point 1**

He like going on trips becaus of

How he new it might of boring but he found out it was not boring

It would rain every night and he did not like it at all but being a sea cowbot was much as a exflore.

## Notes for Writing Prompt, Sample L

### Writing – Score Point 1

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

This sample

- does not accomplish the task (i.e., write an argument from Luke’s point of view convincing others to participate in the Seagoing Cowboys program).
- has less than minimal development (e.g., *How he new it might of boring but he found out it was not boring*).
- is too brief to establish an order.
- exhibits less than minimal word choice and lacks fluency.
- demonstrates less than minimal writing technique.
- demonstrates difficulty establishing an appropriate style.

**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.

### Grammar and Usage – Score Point 1

The following list describes a writing sample (shown above) that earns a **Score Point 1** using the ISTEP+ Grammar and Usage Rubric.

This sample

- has difficulty establishing clear sentences so a determination regarding usage of capitalization is difficult to discern.
- has grade-level spelling errors (e.g., *becaus* [because], *new* [knew], *cowbot* [cowboy], *exflore* [?]).
- uses only one period at the end of the writing.
- has difficulty constructing clear sentences with a beginning and end.
- has numerous errors in a brief writing sample.