



ISASP IOWA STATEWIDE ASSESSMENT of
STUDENT PROGRESS

ISASP Writing
Released Writing Prompt,
Sample Student Essays, and
Scoring Notes

Grade 3

ISASP Writing

Released Writing Prompt, Sample Student Essays, and Scoring Notes

This document contains the following information:

- 1) A released ISASP Writing prompt that was previously administered to students in the relevant grade as part of the ISASP Language/Writing test.
- 2) A copy of the scoring rubric that was used to guide scoring.
- 3) Five samples of actual student responses to the prompt that illustrate a range of scores.
- 4) For each writing sample, a set of scoring notes created at the time of scoring that provide articulations around score point decisions.

Released responses can be examined to better understand how well students are demonstrating writing skills with respect to the four traits that are evaluated as part of the ISASP Writing test. Responses can also be used to gain a better understanding of how ISASP is scored and the application of the rubric to the individual response.

ISASP Writing Grade 3

Sample Writing Prompt

Imagine your teacher wants to get a pet for your classroom. Read the information about rabbits and mice. Decide which animal would make a better pet for the class. Then, write a letter for your teacher. Tell your teacher which animal should be the classroom pet. Try to convince your teacher that your choice is a good one.

You should use the information you are given when you write your opinion. Remember to use your own words. Do not copy. You may also add your own ideas. The Writing Checklist will help you remember important parts of a piece of writing.

Writing Checklist

As you write, remember to:

- Have clear main ideas.
- Use details and examples from the information you are given to develop your writing. You may also add your own ideas.
- Organize your writing. Provide an opening and closing. Use paragraphs. Use linking words.
- Use strong words and clear sentences.
- Check your work for spelling and mistakes.

Rabbit

Rabbits like company. They can be trained to come when called by name. They can also be trained to sit in laps and do simple tricks. Some rabbits can learn to walk on leashes.

Rabbits are clean animals. They can be trained to use a litter box like a cat. They use their tongue to wash themselves. Owners need to clean a rabbit cage each day. Rabbits need new bedding on the bottom of the cage at least once a week.

Rabbits need 2-3 hours of exercise outside their cage each day. Their play area must be safe so they don't get hurt.

It is important that rabbits are fed the same thing every day. They must eat rabbit pellets (from a pet store), fresh vegetables, and fresh hay.

Rabbits can get upset easily. They do not like noise or fast movements. Rabbits can bite and scratch when they get scared or think they're in danger. Rabbits live between 8 and 12 years.

Mouse

Mice are small animals. Because they are so small, mice are easily hurt by rough touches. They can also be hurt if they are dropped.

Mice are easy to keep. They need little space in a cage. Torn paper can be used for bedding in the bottom of the cage. The bedding should be changed each week. Mice eat rodent food from a pet store. Fresh vegetables can be given as a treat. Mice do not shed much hair.

Mice need exercise. Many owners put an exercise wheel in the cage. Climbing tubes inside a cage or tubes running between two cages can also help mice exercise.

Mice are smart animals and enjoy learning to do new things. Mice can be trained to run mazes. They can also be trained to sit on a person's hand or shoulder. They learn to recognize their owners by sight, smell, and sound.

Mice are happier living with at least one other mouse. They are good at jumping and are very hard to catch if they get loose. Mice live between 1 and 3 years.

**Grade 3 Opinion Rubric**

	Prompt Task	Development of Opinion	Organization	Language Use
5	Takes a clear position. Successfully uses ample relevant evidence from provided texts to support ideas.	Develops opinion by providing several supporting ideas with complete explanation. Effectively explains ideas using ample specific, relevant, and somewhat elaborated reasons, examples, and/or details.	Has a clear, well-developed introduction. Provides a logical concluding statement or section. Organizes ideas effectively, clearly grouping related ideas together throughout the response. Consistently uses varied linking words and phrases to connect ideas.	Uses precise and varied word choice. Uses well-controlled sentences that are varied in length and complexity.
4	Writer's position on the issue is clear. Appropriately uses some evidence from provided texts to support ideas.	Develops opinion by providing several supporting ideas with adequate explanation. Explanation of ideas includes some specific and relevant reasons, examples, and/or details.	Has a clear, somewhat developed introduction. Provides a clear concluding statement or section. Organizes ideas adequately, grouping related ideas together throughout the response. Consistently uses simple and/or repetitive linking words and phrases to connect ideas.	Uses mostly specific and somewhat varied word choice. Demonstrates adequate control of sentences with some variety in length and structure.
3	Writer's position on the issue can be understood from the response as a whole. Evidence from provided texts is used but is limited, overused, or misrepresented.	Develops opinion by providing a few supporting ideas with limited or uneven explanation. Explanation of ideas includes few or only general reasons, examples, and/or details.	Provides a basic introduction and basic concluding statement or section. Generally groups related ideas together, though parts of the response may be out of place. Sometimes uses linking words and phrases to connect ideas.	Uses general word choice. Demonstrates a little variety in sentence structure, although there may be a few long, uncontrolled sentences.



Grade 3 Opinion Rubric

	Prompt Task	Development of Opinion	Organization	Language Use
2	Writer's position on the issue changes within the response or is otherwise confusing. Attempts to use evidence from provided texts are unsuccessful (text sections are lifted exactly, misunderstood, or not relevant to the ideas they are used in support of).	Develops opinion by providing a few supporting ideas but explanation is minimal and/or superficial, and parts may be repetitious or not relevant.	Has minimal evidence of an introduction and/or a concluding statement or section. Groups a few related ideas together within the response but overall demonstrates weak organization skills. Use of linking words and/or phrases to connect ideas lacks control and may cause confusion.	Uses simple and/or repetitive word choice. Uses repetitive sentence structure and/or long, uncontrolled sentences.
1	Writer does not take a position on the issue. No attempt is made to use evidence from provided texts to support ideas.	Offers no ideas to support any opinion, only repeats ideas, most ideas provided are not relevant, or ideas are not explained at all. May demonstrate a lack of understanding of the purpose of opinion writing.	Lacks an introduction and a concluding statement or section Demonstrates no understanding of organization (or response may be too short to assess). Does not use linking words and/or phrases to connect ideas.	Uses awkward, incorrect, and/or confusing word choice and sentence structure.

ISASP Writing Grade 3

Sample Essay 1

A rabbit because you can find them easily and also can be very nice animals.

ISASP Writing Grade 3

Sample Essay 1 – Scoring Notes

Trait	Score	Scoring Notes
Prompt Task	2	The writer’s position on the issue of choosing a classroom pet is present but not clearly stated (<i>A rabbit</i>). The writer’s only use of text is an oblique reference to the mouse passage stating that “[mice] are very hard to catch if they get loose” (<i>you can find them easily</i>). Such reference is unsuccessful in using provided text to support the opinion.
Development	1	Ideas provided are not explained at all (<i>A rabbit because you can find them easily and also can be very nice animals</i>).
Organization	1	An introduction and concluding statement are lacking. This very brief response is too minimal for the writer to demonstrate any understanding of organization skills.
Language Use	2	Word choice is simple (<i>find them easily, very nice animals</i>). The response provides limited original writing with an uncontrolled sentence structure.

ISASP Writing Grade 3

Sample Essay 2

I think the rabbit is a better pet because it will live longer. But I also think the mice are cheaper. But the rabbit is easier to find. But rabbits take up a lot of space. And a rabbit would be more entertaining. But mice can't bite and a rabbit can. And more kids can feed a rabbit than mice. But the rabbit can stay outside longer. So I pick Rabbit.

ISASP Writing Grade 3

Sample Essay 2 – Scoring Notes

Trait	Score	Scoring Notes
Prompt Task	2	The writer takes a position on the issue, but at times it is unclear as the position changes back and forth within the response (<i>I think rabbit is a better pet because it will live longer, But the rabbit is easier to find, So I pick Rabbit; But I also think the mice are cheaper, But mice can't bite and a rabbit can</i>). A few ideas are from the passages, but most of the ideas provided are the writer's personal opinions and are not supported successfully by text evidence (<i>mice are cheaper, rabbit would be more entertaining, more kids can feed a rabbit than mice</i>).
Development	2	The writer develops opinion by providing a few supporting ideas (<i>rabbit is a better pet because it will live longer, easier to find, more entertaining, more kids can feed a rabbit, can stay outside longer</i>). The relevancy of the ideas is not explained in the response. Thus, overall, the explanation is minimal.
Organization	2	The response has a concluding statement (<i>So I pick Rabbit</i>); however, the introductory statement is part of the body of the response (<i>I think the rabbit is a better pet because it will live longer</i>) and does not introduce the response as a whole. The use of a few repetitious linking words lacks control as they simply introduce new ideas (<i>But, And, So</i>). The writer groups a few related ideas together within the response but overall demonstrates weak organization skills.
Language Use	2	Word choices are simple (<i>take up a lot of space, mice can't bite and a rabbit can</i>) and at times repetitive (<i>it will live longer, can stay outside longer</i>). Sentence structures lack variety and are repetitive (<i>But I also think the mice are cheaper, But the rabbit is easier to find, But rabbits take up a lot of space</i>).

ISASP Writing Grade 3

Sample Essay 3

I think a mouse because mice need little space in a cage and a mouse does not need new bedding every day instead a mouse needs new bedding every week. Mice also are smart animals and enjoy learning new things all the time and you can recycle paper by taring it up to make new bedding for the mouse. Mice can be trained to run mazes or even be trained to sit on a peson's shoulder or hand. A mouse can also learn to recognize their owner by using their smell, sight, and sound. And if it gets out then everyone can help get it and it will be fun to cetch the mouse! Mice are happier when they have another mouse with them. Mice eat rodent food from a pet store and for a treat mice can have fresh vegetables. Mice also do not shed that much, but they still shed a little. Mice need exercise so many owners give their pet mouse a exercise wheel in there cage. And some owners give their pet mouse tubes and tunnels to get them to exercise and some mean owners give mice nothing.

ISASP Writing Grade 3

Sample Essay 3 – Scoring Notes

Trait	Score	Scoring Notes
Prompt Task	3	The writer takes a position (<i>I think a mouse</i>) on the issue. Evidence from the provided texts is overused with only a limited amount supporting ideas (<i>Mice also are smart animals and enjoy learning new things all the time and you can recycle paper by taring it up to make new bedding for the mouse, Mice can be trained to run mazes or even be trained to sit on a person’s shoulder or hand</i>).
Development	3	The opinion is developed with a few supporting ideas that have limited explanation (<i>mice need little space in a cage and a mouse does not need new bedding every day, A mouse can also learn to recognize their owner by using their smell, sight, and sound, Mice do not shed that much, but they still shed a little</i>). Ideas are explained with mostly general reasons and details (<i>And if it gets out then everyone can help get it and it will be fun to catch the mouse, Mice eat rodent food from a pet store and for a treat mice can have fresh vegetables</i>).
Organization	3	In this response, related ideas are generally grouped together (<i>Mice can be trained to run mazes or even be trained to sit on a peson's shoulder or hand.A mouse can also learn to recognize their owner by using their smell, sight, and sound</i>). A few linking words (<i>and, instead, also, or, when, so</i>) help to connect ideas; however, they are sometimes repetitive. The clear grouping of ideas and use of linking words results in a response meriting a score of 3, despite the lack of a basic introduction and conclusion.
Language Use	3	The writer uses a lot of sentences and phrases from the “Mouse” passage in this response. Some of these are combined, some are paraphrased, and some are worked into otherwise original sentences. However, some are borrowed directly. Most controlled and complex sentences are taken directly from the passage, though some are original (<i>Mice also do not shed that much but they still shed a little, a mouse does not need new bedding every day instead a mouse needs new bedding every week</i>). A few sentences are long an uncontrolled (<i>mice also are smat animals and enjoy learning new things all the time and you can recycle paper by taring it up to make new bedding for the mouse</i>).

ISASP Writing Grade 3

Sample Essay 4

Mice are a better class pet because they are smaller and need less space. But they are easily hurt. They don't need to get out of their cage for exercise. All they need in their cage for exercise is like a spinning wheel and tunnels leading to another cage. Mice love learning to do new things. They are smart too. They can be trained to run mazes. They can also recognize a person by sight, smell, and sound. Their cages don't need to be cleaned every day. They only need cleaned once a week. For their bed all they really need is ripped up news paper. If they get loose it's hard to catch them. They are happy to live with another mouse. They are good at jumping. They can also be trained to sit in a person's hand and to sit on someone's shoulder. Mice don't shed much hair either. I don't want a bunny as a class pet because they need a lot of space. Even though they are clean animals they need their cage cleaned every day. They need 2 to 3 hours of exercise a day. They can't stay in their cage for exercise. They don't like noise or fast movement. They need to be fed the same thing every day. They live for about 8 to 12 years. They can bite and scratch. They do like company and can be trained to be called by name. But mice just are better in my opinion. They are clean animals too. Bunnies need their bedding changed once a week. Bunnies can be trained to walk on a leash though. They can also be trained to use a litter box like a cat. But their play area must be safe so they don't get hurt. They also use their tongue to clean themselves. They should eat rabbit pellets (from pet store), fresh vegetables, and fresh hay. Rabbits are a lot more work than mice. Mice are doing more work themselves when rabbits are only doing a little bit less work than mice. It would be crazy to have a rabbit in the classroom and it would get so much attention while the teacher is talking. Mice aren't always that interesting to watch so the kids would just watch the teacher instead. Also bunnies do exercise for 2 to 3 hours outside of the cage so it might have to get out of the cage during school. Also if it escapes during class and no one notices it would escape.

ISASP Writing Grade 3

Sample Essay 4 – Scoring Notes

Trait	Score	Scoring Notes
Prompt Task	4	In this response, the writer’s position is clear (<i>Mice are a better class pet because they are smaller and need less space, But mice just are better in my opinion</i>). Some evidence from provided texts is used appropriately to support ideas (<i>They [mice] don’t need to get out of their cage for exercise, They can be trained to run mazes, Their cages don’t need to be cleaned every day</i>).
Development	4	The writer develops opinion by providing several supporting ideas with adequate explanation (<i>They [Mice] are smart too, They can be trained to run mazes, They can also recognize a person by sight, smell and sound</i>). Explanation of ideas includes some specific and relevant reasons, examples, and details (<i>Their [Mice] cages don’t need to be cleaned every day, They [Mice] only need cleaned once a week, For their bed all they really need is ripped up newspaper</i>).
Organization	3	In this response the writer generally groups related ideas together (<i>They [Mice] don’t need to get out of their cage for exercise, All they need in their cage for exercise is like a spinning wheel and tunnels leading to another cage; Mice love learning to do new things, They are smart too, They can be trained to run mazes</i>). However, some parts of the response are out of place (<i>But mice just are better in my opinion, They are clean animals too, Mice are doing more work themselves when rabbits are only doing a little bit less work than mice</i>). A few linking words (<i>because, But, Even though, If they, Also</i>) help to connect ideas. The clear grouping of ideas and use of linking words results in a response meriting a score of 3 despite the lack of a basic introduction and conclusion.
Language Use	4	Word choice is specific and somewhat varied (<i>spinning wheel and tunnels, run mazes, ripped up newspaper, bite and scratch, attention, escapes</i>). Although some repetitive sentence patterns are evident throughout the response (<i>They are smart too, They are good at jumping, They are clean animals too</i>), overall, sentence control is adequate with some variety in length and structure (<i>All they need in their cage for exercise is like a spinning wheel and tunnels leading to another cage; Also bunnies do exercise for 2 to 3 hours outside of the cage so it might have to get out of the cage during school</i>).

ISASP Writing Grade 3

Sample Essay 5

I think our class should get a class pet. Some other classes do and I think it would be fun and it would help us with remembering about our responsibilities. My suggestion is a rabbit.

Rabbits do shed but they have lots of other good qualities too like they live 8-12 years old which is good. Plus they like company so I bet a rabbit would like a classroom full of kids. Rabbits also need to be fed and watered. My idea for this was that all the kids in our class take turns feeding and watering them when needed. Another thing about rabbits is they need exercise. Another idea of mine was that kids take turns bringing the rabbit out to recess to play with it as long as we were very careful with it and keep an eye on it. One of the reasons I especially want one is we have a cat at home and so we can't really get anything like that. As a fun thing our class could do is teach our rabbit tricks. My opinion is that rabbits are cute and fuzzy and I'm sure lots of others would agree.

So, I feel like our class would be able to take care of this animal as a class pet as long as we work together and it would benefit our class. We could also use it as a treat for any accomplishments in our classroom. Well than, I hope you like my idea.

ISASP Writing Grade 3

Sample Essay 5 – Scoring Notes

Trait	Score	Scoring Notes
Prompt Task	5	In this response, the writer takes a clear position (<i>I think our class should get a class pet, My suggestion is a rabbit</i>). Ample relevant evidence from the provided texts is used successfully throughout the response to support ideas (<i>Plus they [rabbits] like company so I bet a rabbit would like a classroom full of kids, Rabbits also need to be fed and watered, My idea for this was that all the kids in our class take turns feeding and watering them when needed</i>).
Development	5	The writer develops opinion by providing several supporting ideas with complete explanation (<i>. . . they have lots of other good qualities too like the live 8-12 years old which is good, Plus, they like company so I bet a rabbit would like a classroom full of kids, As a fun things our class could do is teach our rabbit tricks</i>). Ideas are effectively explained using ample specific, relevant, and somewhat elaborated reasons, examples, and details (<i>Rabbits need to be fed and watered, My idea for this was that all the kids in our class take turns feeding and watering them when needed; Another thing thing about rabbits is they need exercise, Another idea of mine was that kids took turns bringing the rabbit out to recess to play with it as long as were very careful with it and keep an eye on it</i>).
Organization	5	The introduction is clear and well-developed, as is the logical conclusion. Throughout the response the writer organizes ideas effectively, clearly grouping related ideas together (<i>Another thing about rabbits is they need exercise, Another idea of mine was that kids took turns brining the rabbit out to recess to play with it as long as were very careful with it and keep an eye on it</i>). Varied linking words and phrases are consistently used throughout the response to connect ideas (<i>and, but, which, Another thing, Another idea, one of the reasons, As a fun thing, So, I feel, Well than [then]</i>).
Language Use	5	Word choice is precise and varied (<i>responsibilities, qualities, company, feeding, watering, carefully, teach, accomplishments, benefits</i>). Sentences are well-controlled and varied in length and complexity (<i>So, I feel like our class would be able to take care of this animal as a class pet as long as we work together and it would benefit our class, We could also use it as a treat for any accomplishments in our classroom, Well than [then], I hope you like my idea</i>).