



ISASP IOWA STATEWIDE ASSESSMENT of
STUDENT PROGRESS

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

Grade 5

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.

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Sample Writing Prompt

The students in your class have been reading about bicycles. Some students have written reports on bicycling events that are held around the world. Read the reports. Decide which event you would most want to participate in if you could. Then, write an essay for your classmates explaining which bicycle event you choose and why you choose that one.

You should use the information you are given when you write your explanation. 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.

A Faraway Race

by Spencer Jackson

The *Tour de France* is the most famous bicycle race in the world. It is over 100 years old. Its name means “a tour of France,” which is a country in Europe.

In 2017, 198 people competed in the 2,200 mile event. The race goes over mountains as well as flat land. The Tour de France takes place over 23 days, with only two days of rest. Each day of the race is called a *stage*. On most stages, the cyclists ride over one hundred miles.

Cyclists ride on teams during the race. In the end, though, there’s only one winner. The champion of the Tour de France receives prize money, a yellow shirt, and fame.

Thousands of people go to France every year to watch the event in person. Crowds line the sides of the road to cheer on the cyclists. Millions of people outside of France watch the race online or on televisions across the world.

Donut Time

by Myra Lee

The *Tour de Donut* is an unusual event for bicyclists. This race pairs riding a bike with eating donuts. The Tour de Donut was first held in Illinois in 1989. Today, many different states across the United States hold this event.

The Ohio race is divided into three parts. The first section is sixty-four miles long. There are four stops in this section where riders can eat a donut. Next, there's a 32-mile course with two donut breaks. In the last leg, a 15-mile stretch, riders stop once for a donut. That makes 111 miles and seven donut breaks.

Riders don't need to eat all the sweet treats. However, they earn a five-minute bonus for each donut they do eat. At the end of the race, officials subtract the bonuses from the competitors' race times. The rider with the fastest time is the winner.

No doubt, bicyclists with a sweet tooth like this race best.

Underwater Adventure

by Jamal Ripp

It may sound strange, but my uncle raced a bicycle underwater last summer. The race was near his home in North Carolina.

The rules were one bicycle per person and no motors of any kind. Racers could swim, pedal, drag, or push their bikes to reach the finish line 100 feet away. All riders wore scuba gear to breathe underwater.

My uncle claims underwater biking is just like the on-land version. I'm doubtful. I've never seen a fish swim past on the sidewalk.

He had to pay a fee to be in the race. The money went to charity. Helping people while being adventurous sounds like a great combination.

When it comes to my uncle, there's bad news and good. He failed to win the race but called the experience amazing and fun.

**Grade 5 Informative/Explanatory Rubric**

| | Prompt Task | Development of Explanation | Organization | Language Use |
|----------|---|--|---|--|
| 5 | Provides a context for the explanation. Topic(s) and purpose of explanation are clear from the start. Successfully uses ample relevant evidence from provided texts to support the explanation. | Explains topic(s) completely. Effectively uses ample specific and relevant facts, definitions, details, examples, and/or other appropriate information in the explanation. | 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, phrases, and clauses to connect ideas. | Uses precise and varied word choice. Employs topic-specific vocabulary successfully. Uses well-controlled sentences that are varied in length and complexity. |
| 4 | Topic(s) and purpose of explanation are clear. Appropriately uses some evidence from provided texts to support the explanation. | Explains topic(s) adequately. Explanation includes some specific and relevant facts, definitions, details, examples, and/or other appropriate information. | 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, phrases, and clauses to connect ideas. | Uses mostly specific and somewhat varied word choice. Occasionally employs topic-specific vocabulary successfully. Demonstrates adequate control of sentences with some variety in length and structure. |
| 3 | Topic(s) and purpose of explanation are apparent within the response as a whole. Evidence from provided texts is used but is limited, overused, or misrepresented. | Explains topic(s) to a limited extent or the explanation is developed unevenly. Explanation includes few or only general facts, details, and examples. Some information may be repetitious or may not be clearly relevant. | 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, phrases, and clauses to connect ideas. | Uses general word choice. Attempts to employ topic-specific vocabulary may be unsuccessful. Demonstrates a little variety in sentence structure, although there may be a few long, uncontrolled sentences. |

**Grade 5 Informative/Explanatory Rubric**

| | Prompt Task | Development of Explanation | Organization | Language Use |
|----------|--|--|--|--|
| 2 | Topic(s) and purpose of explanation are unclear or 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). | Explains topic(s) by providing some information 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, phrases, and/or clauses 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 | Topic(s) and purpose of explanation are never indicated. No attempt is made to use evidence from provided texts to support the explanation. | Development of topic(s) lacks explanation of ideas, only repeats ideas, or most ideas are not relevant. May demonstrate a lack of understanding of the purpose of explanatory 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, phrases, and/or clauses to connect ideas. | Uses awkward, incorrect, and/or confusing word choice and sentence structure. |

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Sample Essay 1

This Story is about a Bicycle ride that takes place in France it is over 100 Years old. It tells of how Bicycle Riders take 23 Days to ride the trip with only 2 DAYS of the rest. Some Bikers travel over 100 MILES. The race goes over Mountains as well as flat land. This is the Tour De France Bicycle Ride. In 2017, 198 people competed in the 2,200 mile event. It takes place in France located in Europe. Tour De France is actually THE MOST FAMOUS bicycle ride in the World. Each day of the Race is a Stage . A Faraway Race was a Story written by Spencer Jackson.

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Sample Essay 1 – Scoring Notes

| Trait | Score | Scoring Notes |
|---------------------|----------|--|
| Prompt Task | 1 | The writer provides a topic (<i>Tour De France Bicycle Ride</i>), but the purpose of the explanation is never indicated. The response provides copied sections of the text without indicating how the information supports the purpose or explanation (<i>This Story is about a Bicycle ride that takes place in France it is over 100 Years old, Tour De France is actually THE MOST FAMOUS bicycle ride in the World</i>). |
| Development | 1 | Development of the topic (<i>Tour De France Bicycle Ride</i>) lacks explanation of ideas as the response only repeats text facts with no explanation provided for them to be relevant (<i>Some Bikers travel over 100 MILES, The race goes over Mountains as well as flat land</i>). The writer of this response demonstrates a lack of understanding of the purpose of explanatory writing. |
| Organization | 2 | Although the response lacks an introduction and conclusion, a few related ideas are grouped together within the response (<i>This is the Tour De France Bicycle Ride, In 2017, 198 people competed in the 2,200 mile event, It takes place in France located in Europe</i>). The use of a few linking words to connect ideas lacks control as they simply introduce new ideas (<i>Some, as well as, In 2017</i>). Overall, the response demonstrates weak organization skills. |
| Language Use | 2 | Word choice is mainly taken directly from the texts (<i>race goes over Mountains as well as flat land, people competed, located in Europe, Each day of the race is a Stage</i>). Sentence structures lacks variety, and a run-on sentence (<i>The Story is about a Bicycle ride that takes place in France [.] it is over 100 Years old</i>) further demonstrates a lack of control. |

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Sample Essay 2

I liked Underwater Adventure, I like it because it is so odd and strange. It also sounds safe, fun, and you pay a fee to do it, but it goes to a good cause. You can either swim, pedal, drag, or push your bike to the finish line 100 feet away. In Tour de France and Tour de Donut you are on land, and things are heavier underwater. You almost have the same obstacles on land and in water. No breaks. No stops. Those are the reasons why I like Underwater Adventure.

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Sample Essay 2 – Scoring Notes

| Trait | Score | Scoring Notes |
|---------------------|----------|---|
| Prompt Task | 2 | In this response, the topic is clear (<i>I liked Underwater Adventure, I like it because it is so odd and strange</i>); however, the purpose of the explanation is unclear. Attempts to use evidence from the text do not successfully support the explanation (<i>you pay a fee to do it but it goes to a good cause; You can either swim, pedal, drag, or push your bike to the finish line 100 feet away</i>). Other information provided is misunderstood or not relevant to the ideas they are attempting to support (<i>You almost have the same obsticels on land and in water, No breaks, No stops</i>). |
| Development | 2 | In this response, the writer explains the topic (<i>Underwater Adventure</i>) by providing some information (<i>. . . you pay a fee to do it, but it goes to a good cause; You can either swim, pedal, drag or push your bike to the finish line 100 feet away</i>); however, the ideas are merely listed and not developed. Some information is not relevant in support of reasons for choosing “Underwater Adventure” (<i>In Tour de France and Tour de Donut you are on land, and things are heavier underwater; You almost have the same obsticels on land and in water</i>). Overall, the response demonstrates minimal explanation. |
| Organization | 3 | A basic introduction (<i>I liked Underwater Adventure</i>) and a basic conclusion both state the purpose of the response (<i>Those are the reason why I like Underwater Adventure</i>). In this response, the writer generally groups related ideas together (<i>I like it because it is so odd and strange, It also sounds safe, fun and you pay a fee to do it but it goes to a good cause; You can either swim, pedal, drag, or push your bike to the finish line 100 feet away</i>). A few linking words (<i>because, also, but, and, almost</i>) help to connect ideas. |
| Language Use | 3 | Word choice is mostly general, with occasional more specific text-based vocabulary (<i>pay a fee, swim, pedal, drag, push, finish line, heavier, obsticels</i>). Overall, sentences are controlled, but have only a little variety in length and structure (<i>You can either swim, pedal, drag, or push your bike to the finish line 100 feet away; You almost have the same obsticels on land and in water</i>). |

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Sample Essay 3

Donut Time

I would choose Donut Time because it seems really fun. While your eating a sweet and yummy donut, you will be gaining calories. But if you are riding a bike after you eat, you will be loosing those calories until the next donut stop. I think it is the best way to have a snack and not gain anything when you are done riding. It might be hard riding 111 miles but you get a little break from now and then. I thought it was cool how you get a five minute bonus on each donut you eat and how The Tour de Donut was first held in IIIinois. Today many different states across the United States hold this event. I really would love to do this race and I think you would love it to. It will be a sweet ride.

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Sample Essay 3 – Scoring Notes

| Trait | Score | Scoring Notes |
|---------------------|----------|---|
| Prompt Task | 3 | In this response, the topic and purpose of explanation (<i>I would choose Donut Time because it seems really fun</i>) are apparent within the response as a whole. Evidence from provided texts is used but is limited to support the explanation (<i>It might be hard riding 111 miles, but you get a little break from now and then; ...you get a five minute bonus on each donut you eat</i>). |
| Development | 3 | The writer’s explanation includes a few facts, details, and examples (<i>But if you are riding a bike after you eat, you will be loosing those calories until the next donut stop. I think it is the best way to have a snack and not gain anything when you are done riding; . . . you get a five minute bonus on each donut you eat</i>). Some information provided is not clearly relevant to the explanation (<i>The Tour de Donut was first held in Illinois, Today many different states across the United States hold this event</i>). Overall, the topic is explained to a limited extent. |
| Organization | 3 | In this response, the writer generally groups related ideas together (<i>While your eating a sweet and yummy donut, you will be gaining calories. But if you are riding a bike after you eat, you will be loosing those calories until the next donut stop. I think it is the best way to have a snack and not gain anything when you are done riding</i>). A few linking words (<i>because, While, But, and, when</i>) help to connect ideas. The response provides a basic conclusion (<i>I really would love to do this race and I think you would love it to. It will be a sweet ride</i>). The generally grouping of related ideas, use of linking words, and basic conclusion results in a response meriting a score of 3, despite the lack of an introduction. |
| Language Use | 3 | Word choice is mostly general (<i>sweet, yummy, gaining calories, snack, break, bonus</i>). Overall, sentences are controlled, but have only a little variety in length and structure (<i>I think it is the best way to have a snack and not gain anything when you are done riding; I really would love to do this race and I think you would love it to</i>). |

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Sample Essay 4

Tour de France is a biking event that is 23 days of biking up and down France. It is the most famous bike race in the world. Thousands people come to this event in France. Millions watch it on a digital device. This is why I would bike in the Tour de France.

There are many reasons why I would like to do Tour de France. The first reason is that I have always wanted to go to Europe. These other races in America you can participate can be so easy to get to. Biking in France is like a once in a lifetime experience. You can see all of Frances beauty, including the high mountains and the low flat lands. The race is over 100 years old, it would be cool to live on the tradition. In 2017, 198 people completed the race, which was 2,200 miles. Each day is called a stage. A stage is over 100 miles. I would like that because it would give you a ton of excersise. You ride in teams, which is really good beacause you do it as a team. There is only 1 winner who gets money, fame, and a yellow shirt.

That is why I would like Tour de France better than the others beacuse of the pretty view, it gives you a lot of excersise, it is a one in a lifetime experience, you work as a team for the most part, and if you win you get cool prizes. I would love to go and bike in the Tour de France, and I hope you would to.

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Sample Essay 4 – Scoring Notes

| Trait | Score | Scoring Notes |
|---------------------|----------|--|
| Prompt Task | 4 | In this response the topic and purpose are clear (<i>That is why I would like Tour de France better than the others because of the pretty view, it gives you a lot of exercise, it is a one in a lifetime experience, . . . ; I would love to go and bike in the Tour de France</i>). The writer appropriately uses some evidence from provided texts to support the explanation (<i>Tour de France is a biking event that is 23 days of biking up and down France; You can see all of Frances beauty, including the high mountains and the low flat lands; Each day is called a stage; You ride in teams</i>). |
| Development | 4 | The topic is explained adequately in this response. The writer's explanation includes some specific and relevant facts, details, and examples (<i>You can see all of Frances beauty, including the high mountains and the low flat lands; The race is over 100 years old, it would be cool to live on the tradition; Each day is a called a stage. A stage is over 100 miles. I would like that because it would give you a ton of excersise; You ride in teams, which is really good because you do it as a team</i>). |
| Organization | 4 | The response begins with a clear, somewhat developed introduction (<i>Tour de France is a biking event that is 23 days of biking up and down France. It is the most famous bike race in the world! Thousand people come to this event in France. Millions watch it on a digital device. This is why I would bike in the tour de France</i>). A clear conclusion section is provided (<i>That is why I would like Tour de France better than the others because of the pretty view, it gives you a lot of excersise, it is a one in a lifetime experience, you work as a team for the most part, and if you win you get cool prizes</i>). The writer organizes ideas adequately, grouping related ideas together throughout the response. Simple and somewhat repetitive linking words and phrases (<i>and, The first reason, including, which, because</i>) are consistently used to help connect ideas. |
| Language Use | 4 | Word choice is mostly specific and somewhat varied (<i>biking event, famous, digital device, participate, lifetime experience, beauty, high mountains, low flat lands, tradition, stage</i>). The response demonstrates adequate control of sentences with some variety in length and structure (<i>I would like that because it would give you a ton of excersise; You ride in teams which is really good because you do it as a team</i>). |

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Sample Essay 5

Tour de France

Tour de France, which translates to " a tour of France," is the competition I would want to compete in. It is a competitive race in a picture perfect country where you can prove that you have guts.

I want to compete in it because I've always wanted to see France. 2,200 miles of biking across French wine country, mountains, and cities would be my dream. France is the most popular tourist destination in the world, and biking through would make it even better. 23 days of biking through France, I can already see it. Now not only would biking through France be beautiful, It's also a race.

I am very competitive and am obsessed with racing(I like to win.) I am a very strong biker and can go very fast across flat land. Sometimes I go biking in the driveway and race my brother just for fun. That's one person, a race against over 100 people would give me the time of my life! Whenever I see a commercial on television for this race I always bubble up inside picturing myself wearing that yellow shirt at the prize ceremony, filled with the glory of winning.

Now you know why I want to do this race, I always have and I won't stop until do. I was hoping I could choose to write about the Tour de France. When I saw the first line of A Faraway Race, I was trying so hard not to scream out of joy. This competitive race in a picture perfect country is a wonderful option to prove that you have the guts to do Tour de France.

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Sample Essay 5 – Scoring Notes

| Trait | Score | Scoring Notes |
|---------------------|----------|---|
| Prompt Task | 5 | In this response, the topic and purpose of explanation are clear from the start (<i>Tour de France . . . is the competition I would want to compete in. It is a competitive race in a picture perfect country where you can prove that you have guts</i>). Ample relevant evidence from the texts is used successfully to support the explanation (<i>. . . 2,200 miles of biking across French wine country, mountains, and cities would be my dream; 23 days of biking through France . . . ; can go very fast across flat land; picturing myself wearing that yellow shirt at the prize ceremony</i>). |
| Development | 5 | In this response, the writer effectively uses ample specific and relevant facts, details, examples and other appropriate information in the explanation (<i>I want to compete in it because I've always wanted to see France. 2,200 miles of biking across French wine country, mountains, and cities would be my dream; whenever I see a commercial on television for this race I always bubble up inside picturing myself wearing that yellow shirt at the prize ceremony, filled with the glory of winning</i>). Overall, the topic is explained completely in this response. |
| Organization | 5 | The introduction is clear and well-developed, as is the logical conclusion. The writer organizes ideas effectively, clearly grouping related ideas together throughout the response (<i>I am very competitive and am obsessed with racing [I like to win]. I am a very strong biker and can go very fast across flat land. Sometimes I go biking in the driveway and race my brother just for fun. That's one person, a race against over 100 people would give me the time of my life!</i>). Varied linking words and phrases (<i>which, because, and, Now, also, Sometimes Whenever, When</i>) are consistently used throughout the response to help connect ideas. |
| Language Use | 5 | Word choice is precise and varied, and the writer employs topic-specific vocabulary successfully (<i>translates, competitive, picture perfect country, prove, guts, tourist destination, obsessed, driveway, commercial, bubble up inside, prize ceremony, glory of winning</i>). Sentences are well-controlled and varied in length and complexity. |