



**ISASP** IOWA STATEWIDE ASSESSMENT of  
STUDENT PROGRESS

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

**Grade 6**

## **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 6

## Sample Writing Prompt

Your school wants to offer students one new afterschool activity. Students would not be required to participate in the activity. Read the descriptions for two proposed activities. Also look at the results of a survey given to students at school. Decide which of the two activities you think the school should offer to students. Then, write an essay for your principal in which you argue that the activity you choose is the best 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.

## Computer Coding

*Coding* is the way people tell computers what to do.

In the Coding Club, you will learn how to build websites, design games, and program animation. Club projects will develop your logic and problem-solving abilities. They will also help you to be creative and express yourself in a new way. The club will provide laptops for students to work on.

Many jobs use computer coding directly. Some examples are web designers and software developers. There are many more fields of work in which knowing how to code is useful though not required. This club will help you get a start on your future while having fun with computers.

## **Basketball**

Basketball is one of the most popular sports in the world. If you join this after-school group, you will learn the rules of basketball and practice playing the game. We will spend some time on drills to increase individual skill.

Playing basketball has many benefits. Some of them are physical. Basketball burns calories, increases endurance, and builds muscle. Players improve their balance and coordination. Other benefits can help with schoolwork. Basketball helps develop concentration and self-discipline. It can help relieve stress. Playing with a team teaches strategy and teamwork. Plus, basketball is a lot of fun!

If you think you might want to play on a basketball team in high school, joining this group can get you started.

*This survey was given to students at the school where the new activity will be offered.*

**Percentage of Student Interest in Proposed Activities**

| <b>Activity Topic</b> | <b>No Interest</b> | <b>Some Interest</b> | <b>Strong Interest</b> |
|-----------------------|--------------------|----------------------|------------------------|
| Basketball            | 16%                | 2%                   | 82%                    |
| Computer Coding       | 15%                | 9%                   | 76%                    |
| Web Page Design       | 9%                 | 25%                  | 66%                    |
| Creative Writing      | 21%                | 17%                  | 62%                    |
| Drawing               | 12%                | 32%                  | 56%                    |
| Foreign Language      | 3%                 | 44%                  | 51%                    |
| Cooking               | 38%                | 25%                  | 37%                    |
| Sewing                | 78%                | 5%                   | 17%                    |
| Pottery               | 42%                | 51%                  | 7%                     |

**Grade 6 Argument Rubric**

|          | <b>Prompt Task</b>   | <b>Development of Argument</b>   | <b>Organization</b>  | <b>Language Use</b>   |
|----------|--|--|--|---|
| <b>5</b> | Provides a context for the issue. Takes a clear position. Successfully uses ample relevant evidence from provided texts to support ideas.                        | Develops claim(s) by providing several thoughtful 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, using clear and appropriate paragraphing throughout the response. Consistently uses effective and varied transition words, phrases, and clauses within and between text sections. | Uses precise and varied word choice. Effectively varies sentence length and complexity. Establishes and maintains a style appropriate for the designated audience and purpose throughout the argument.  |
| <b>4</b> | Writer's position on the issue is clear. Appropriately uses some evidence from provided texts to support ideas.  | Develops claim(s) 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, using appropriate paragraphing. Consistently uses simple and/or repetitive transitions within and between sections of text.  | Uses mostly specific and somewhat varied word choice. Demonstrates adequate control of sentences with some variety in length and structure. Establishes a style appropriate for the designated audience and purpose and maintains it through most of the argument.                      |
| <b>3</b> | 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 claim(s) by providing a few supporting ideas with limited or uneven explanation. Explanation of ideas includes few or only general reasons, examples, and/or details, and a few reasons, examples, and/or details may be repetitious or not relevant. | Provides a basic introduction and basic concluding statement or section. Groups related ideas together but the relationship among ideas may at times be unclear or parts of the response may seem out of place. Sometimes uses transitions.  | Uses general word choice. Demonstrates a little variety in sentence structure, although there may be a few long, uncontrolled sentences. Demonstrates some understanding of style appropriate for the designated audience and purpose but fails to maintain it throughout the argument. |

**Grade 6 Argument Rubric**

|          | <b>Prompt Task</b>   | <b>Development of Argument</b>   | <b>Organization</b>  | <b>Language Use</b>  |
|----------|--|--|--|--|
| <b>2</b> | 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 claim(s) by providing a few supporting ideas but explanation is minimal and 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 paragraphing skills. Use of transitions is not controlled and may cause confusion. | Uses simple and/or repetitive word choice. Uses repetitive sentence structure and/or long, uncontrolled sentences. Style is not appropriate for the designated audience and/or purpose and is sometimes distracting. |
| <b>1</b> | Writer does not take a position on the issue. No attempt is made to use evidence from provided texts to support ideas.   | Provides a few ideas but lacks explanation of ideas, only repeats ideas, or most ideas are not relevant. May demonstrate a lack of understanding of the purpose of argument writing. | Lacks an introduction and a concluding statement or section. Demonstrates no understanding of paragraphing (or response may be too short to assess). Transitions are not used.   | Uses awkward, incorrect, and/or confusing word choice and sentence structure. Style is inappropriate for the designated audience and/or purpose and is distracting.  |



## **ISASP Writing Grade 6**

### **Sample Essay 1**

Dear Principal,

I heard that all of the kids in the school are doing this. And in my opinion I think there should be basketball because they give a lot of facts and explanations.

## ISASP Writing Grade 6

### Sample Essay 1 – Scoring Notes

| Trait               | Score    | Scoring Notes   |
|---------------------|----------|---|
| <b>Prompt Task</b>  | <b>1</b> | A single-statement position is provided ( <i>I think there should be basketball</i> ); however, no attempt is made to use evidence from provided texts.   |
| <b>Development</b>  | <b>1</b> | No explanation of ideas is provided in the response. The response demonstrates a lack of understanding of purpose of argument writing, making only a few vague references to the passage about basketball ( <i>because they give a lot of facts and explanations</i> ). |
| <b>Organization</b> | <b>1</b> | Although a single simple transition is used ( <i>And</i> ), it does not help to connect ideas. No understanding of paragraphing is demonstrated due to brevity of the response. No introduction or conclusion is provided.  |
| <b>Language Use</b> | <b>2</b> | Word choice is simple ( <i>all of the kids in the school are doing this</i> ). The second sentence lacks control and is confusing because it lacks a referent for the pronoun “they.”   |

## ISASP Writing Grade 6

### Sample Essay 2

Computer coding is a good way to work with tec. Alot of people do it as there job or they just do it for fun. Without people coding computers the computers would be useless and no one would buy them.

So how do you code? people have to train to become coders for years. People have go to school to learn how to code and they have to work hard to get the job of a coder.

The only reason to code is without it no tec would work properly or at all. The good things about coding is that it is a good job, it helps with all tec, and we need it to do anything.

So that is how you train to code hope you learned somthing.

## ISASP Writing Grade 6

### Sample Essay 2 – Scoring Notes

| Trait               | Score    | Scoring Notes   |
|---------------------|----------|---|
| <b>Prompt Task</b>  | <b>2</b> | The position taken in this response is unclear because “ <i>Computer coding</i> ” is discussed generally, not as the best choice for an after-school activity. Some evidence is used from the provided texts, but unsuccessful in supporting the prompt task. |
| <b>Development</b>  | <b>2</b> | There is a superficial and minimal explanation of ideas and only a few, repeated supporting ideas are provided.   |
| <b>Organization</b> | <b>2</b> | The response has minimal evidence of an introduction and concluding statement. A few related ideas are grouped together.  |
| <b>Language Use</b> | <b>2</b> | The response demonstrates the use of simple and repetitive word choice. There is also repetitive sentence structure present.  |

## ISASP Writing Grade 6

### Sample Essay 3

I think it might be computer coding because more students can learn more about the computer. The students can talk about what happens if you see a word on the website that you don't know or when you're typing something pops up and what do I do. It could be fun to create your very own website to help other people, also to create a video game for only yourself or for other people to enjoy it and then create more to make people happy. If you get an expert for computers he/she could teach you if someone is trying to hack your phone, laptop, iPod, and computers to prevent this from happening. The hacker can steal your information, your bank account, your friends, family, family members, everything that the hacker can get out of. If it was basketball you can learn about the rules, how to play, what's the strategy to win, a lot of students will be there to play and have fun. The computer club will be working and learning as much as they can to be better for computers. You can be in many jobs for the computer, you can be an instructor, business, teacher, and effects for movies, also video games. I think that the computer club will be better than the basketball, the basketball is just a game that everybody will want. The technology will be much better and soon everything will be about computers. But the basketball will win because it's the best sport than the computer club.

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### Sample Essay 3 – Scoring Notes

| Trait               | Score    | Scoring Notes   |
|---------------------|----------|---|
| <b>Prompt Task</b>  | <b>3</b> | The position taken on the issue can be understood from the response as a whole, but it is not clear ( <i>I think it might be computer coding because more students can learn more about the computer, But the basketball will win because its the best sport then the computer club</i> ). Evidence from the texts is used but is limited ( <i>It could be fun to create your very own website to help other people, also to create a video game for only yourself or for other people to enjoy it and then create more to make people happy</i> ).   |
| <b>Development</b>  | <b>3</b> | Claims are developed with limited explanations of supporting ideas ( <i>The students can talk about what happens if you see a word on the website that you don't know or when your typing something pops up and what do I do</i> ). Explanations of ideas include a few general reasons and examples ( <i>It could be fun to create your very own website to help other people, also to create a video game for only yourself or for other people to enjoy it and then create more to make people happy; If it was basketball you can learn about the rules how to play what's the strategy to win a lot of students will be there to play and have fun</i> ). Some details are repeated throughout the response ( <i>happy, fun, better</i> ).   |
| <b>Organization</b> | <b>3</b> | The response provides a basic introductory statement. There is also a basic concluding section ( <i>I think that the computer club will be better than the basketball the basketball is just a game that everybody will want. The technology will be much better and soon everything will be about computers. But the basketball will win because it's the best sport than the computer club</i> ). Related ideas are grouped together throughout this response ( <i>The computer club will be working and learning has much as they can to be better for computers. You can be in many jobs for the computer you can be an inventor, business, teach, and effects for movies also video games</i> ). The single statement about basketball near the middle of the response seems out of place. |
| <b>Language Use</b> | <b>3</b> | A little variety in sentence structure is demonstrated in this response ( <i>If you get an expert for computers he/she could teach you if someone is trying to hack your phone, laptop, ipod, and computers to prevent this from happening</i> ). The word choices used in this response are general and some are repetitive ( <i>more, better, fun, win, learn</i> ).  |

## ISASP Writing Grade 6

### Sample Essay 4

I think that basketball is the best after school activity. I think that children in our school need to know what it's like to do something that requires you to be up and moving. If you were to let kids go to an after school computer club, you are just encouraging them to be in front of a screen more than they already are. If you were to go and make an after school basketball team, more of the children will be up having fun with each other! Basketball is a physically active sport. Computer coding is not. All you do is sit behind a screen looking at a computer screen that can damage your brain.

Basketball is a very fun sport. Even if you didn't want to play it as a competitive sport it can still be fun. It can be fun because, the kids are getting to interact with their other peers. They will have the chance to make new friends as well. This sport is also really good because it helps you get in shape. Basketball also allows kids to learn new coordination skills as well. In order to play basketball you have to have coordination, but if you don't this would be a perfect opportunity to learn how to be coordinated.

With computer coding club all you do is sit in front of a screen. Sitting in front of a screen for too long can possibly mess with your eyes and it can give you really bad headaches. When you get too focused on something on a computer it can be very hard to stop. Also while you are on a computer, you are not getting to live life as a kid, meaning you are not getting to hang out with your friends and have real conversations with them. Computers can also become a very bad habit because, once those kids leave school all they are going to want to do is be on the computer continuing what they started. Schools shouldn't encourage kids to be on computers more than they already are.

In the end I would still say that basketball is the best option for an after school sport. Once you separate the pros and the cons of each activity you will come to find that basketball has more pros than cons and coding club has more cons than pros.

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### Sample Essay 4 – Scoring Notes

| Trait               | Score    | Scoring Notes  |
|---------------------|----------|--|
| <b>Prompt Task</b>  | <b>4</b> | There is a clear position taken in this response about which activity is best for students ( <i>I think that basketball is the best after school activity</i> ). Some evidence is appropriately used from the texts to support ideas.  |
| <b>Development</b>  | <b>4</b> | The response develops claims by providing several supporting ideas ( <i>Basketball is a very fun sport, This sport is also really good because it helps you get in shape, With computer coding club all you do is sit in front of a screen</i> ). The response also demonstrates adequate explanation of supporting ideas ( <i>Even if you didn't want to play it as a competitive sport it can still be fun. It can be fun because, the kids are getting to interact with their other peers. They will have the chance to make new friends as well</i> ). |
| <b>Organization</b> | <b>4</b> | The response has a clear concluding section ( <i>In the end I would still say that basketball is the best option for an after school sport. Once you separate the pros and the cons of each activity you will come to find that basketball has more pros than cons and coding club has more cons than pros</i> ). Ideas are adequately organized, using appropriate paragraphing. A few transitions ( <i>Even if, also, In the end</i> ) are used to link ideas within and sometimes across paragraphs.  |
| <b>Language Use</b> | <b>4</b> | Adequate control of sentences with some variation in length is demonstrated ( <i>With computer coding club all you do is sit in front of a screen. Sitting in front of a screen for too long can possibly mess with your eyes and it can give you really bad headaches. When you get too focused on something on a computer it can be very hard to stop</i> ). The style used to express ideas in this response is appropriate for the audience and purpose and is maintained throughout the argument.   |



## ISASP Writing Grade 6

### Sample Essay 5

Have you ever thought that your school needs one more school activity? Well, if you haven't...now is your chance. If I had to decide between playing basketball and computer coding for an after school activity, I would say computer coding would be the better choice.

Coding is the way people tell computers what to do. For an example, if you create a game, you can't just snap your fingers and it'll magically appear on the screen. You have to code it in the computer, then you can tell it to do things like making a character jump or turning the screen a different color.

If there was an after school activity for computer coding, everybody participating in this activity would learn so many new things. Everybody could learn to build websites, design games, and even program animation. I bet most people in my grade haven't done any of that and neither have I. I want to have cool and new experiences. Not everybody just knows how to code, we can't just pick up a computer, open it, and then magically you know what to do. If there was a computer coding club, everybody could have access to the knowledge and materials needed to code. It's a much better idea to have a club with a new experiences, anybody could pick up a basketball and through it in a hoop. But what most people can't do is open a computer and start coding.

Not only does computer coding give us new experiences, it helps us develop logic and problem solving. When designing a game we can be creative and express ourselves. Now instead of dreaming of your perfect world, after a little practice, you can make your fantasy a dream come true. As you progress through coding, you can continue your dream world and make it better. Imagine walking through your dream world and looking at all the cool things that YOU thought up, but this time...in real life.

Almost every job in the world has to do some sort of kind of coding or something involving computers. Having a computer coding club will help us start the future. The worst thing you could do is walk into a interview at 19, fresh outta high school, and when the interviewer asks you, "do you know how to code", you say, "no", Although not all jobs have coding, they most likely have computers.

Coding would be such an amazing idea and a better activity, much better than basketball for an activity. Almost everybody has tried basketball, and honestly, if they liked it that much, they would continue playing. Even if they don't have a hoop or a ball at home, they could go to the park or play during recess. Coding isn't something you can just do, unlike basketball. You can build websites, design games, and program animation. That's a way better experience than shooting a ball in a hoop.

## ISASP Writing Grade 6

### Sample Essay 5 – Scoring Notes

| Trait               | Score    | Scoring Notes   |
|---------------------|----------|---|
| <b>Prompt Task</b>  | <b>5</b> | A clear position is taken in the response ( <i>Coding would be such an amazing idea and a better activity, much better than basketball for an activity</i> ). Relevant evidence from provided texts is successfully used to support ideas ( <i>If there was an after school activity for computer coding, everybody participating in this activity would learn so many new things. Everybody could learn to build websites, design games, and even program animation</i> ).   |
| <b>Development</b>  | <b>5</b> | The claim that “ <i>computer coding would be the better choice</i> ” is developed by providing several thoughtful ideas with complete explanation ( <i>I want to have cool and new experiences. Not everybody just knows how to code, we can't just pick up a computer, open it, and then magically you know what to do. If there was a computer coding club, everybody could have access to the knowledge and materials needed to code</i> ). Ideas are effectively explained using elaborated reasons and examples ( <i>Almost every job in the world has to do some sort of kind of coding or something involving computers. Having a computer coding club will help us start the future. The worst thing you could do is walk into a interview at 19, fresh outta high school, and when the interviewer asks you, "do you know how to code", you say, "no", Although not all jobs have coding, they most likely have computers</i> ). |
| <b>Organization</b> | <b>5</b> | The response has a clear introduction ( <i>Have you ever thought that your school needs one more school activity? Well, if you haven't...now is your chance. If I had to decide between playing basketball and computer coding for an after school activity, I would say computer coding would be the better choice</i> ). There is also a logical concluding section present ( <i>Coding isn't something you can just do, unlike basketball. You can build websites, design games, and program amination. That's a way better experience than shooting a ball in a hoop</i> ). Ideas are organized effectively using clear and appropriate paragraphing throughout the response.   |
| <b>Language Use</b> | <b>4</b> | The response demonstrates the use of somewhat specific and varied words and phrases ( <i>snap your fingers, magically, fantasy, dream world, interview</i> ). The response demonstrates adequate control of sentences. There is some variety in sentence length and structure present ( <i>Coding is the way people tell computers what to do; If there was a computer coding club, everybody could have access to the knowledge and materials needed to code</i> ). An appropriate style for the audience is established and maintained through most of the response ( <i>I bet must people in my grade haven't done any of that and neither have I</i> ).   |