### Extended Response Writing Applications Overview
Grades 3–4

<table>
<thead>
<tr>
<th>Score</th>
<th>Does the writing sample</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4</strong></td>
<td>• stay fully focused?</td>
</tr>
<tr>
<td></td>
<td>• include many relevant ideas?</td>
</tr>
<tr>
<td></td>
<td>• have clear order?</td>
</tr>
<tr>
<td></td>
<td>• exhibit more than adequate word usage?</td>
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<tr>
<td></td>
<td>• exhibit writing that is fluent and easily readable?</td>
</tr>
<tr>
<td></td>
<td>• display a sense of audience?</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Score</th>
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</thead>
<tbody>
<tr>
<td><strong>3</strong></td>
<td>• stay mostly focused?</td>
</tr>
<tr>
<td></td>
<td>• include relevant ideas?</td>
</tr>
<tr>
<td></td>
<td>• have order?</td>
</tr>
<tr>
<td></td>
<td>• exhibit adequate word usage?</td>
</tr>
<tr>
<td></td>
<td>• exhibit writing that is readable?</td>
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<td></td>
<td>• display some sense of audience?</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Score</th>
<th>Does the writing sample</th>
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</thead>
<tbody>
<tr>
<td><strong>2</strong></td>
<td>• stay somewhat focused?</td>
</tr>
<tr>
<td></td>
<td>• include some relevant ideas?</td>
</tr>
<tr>
<td></td>
<td>• have some order?</td>
</tr>
<tr>
<td></td>
<td>• exhibit minimal word usage?</td>
</tr>
<tr>
<td></td>
<td>• exhibit writing that is mostly readable?</td>
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<td></td>
<td>• display little sense of audience?</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Score</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong></td>
<td>• have little or no focus?</td>
</tr>
<tr>
<td></td>
<td>• include few or no relevant ideas?</td>
</tr>
<tr>
<td></td>
<td>• have little or no order?</td>
</tr>
<tr>
<td></td>
<td>• exhibit less than minimal word usage?</td>
</tr>
<tr>
<td></td>
<td>• exhibit writing that is hard to read?</td>
</tr>
<tr>
<td></td>
<td>• display little or no sense of audience?</td>
</tr>
</tbody>
</table>

**NOTE:** This chart is only a brief summary of the score points. It is not appropriate to use this summary as the sole tool in scoring student papers. The more in-depth Extended Response Writing Applications Rubric is used for the actual scoring of ISTEP+ student papers.

These scoring rubrics are used on the spring ISTEP+ assessment in Grades 3–4.
**SCORE POINT 4**

A Score Point 4 paper represents a solid performance. It fully accomplishes the task.

### Ideas and Content

Does the writing stay fully focused? Does it
- stay on the topic?
- avoid rambling or repeating information?

Does the writing sample include many relevant ideas? Does it
- provide ample information?
- provide many supporting details?
- explore many facets of the topic?

### Organization

Does the writing have clear order? Does it
- follow a clear sequence with a beginning, a middle, and an end?
- have a logical progression of main ideas and support?

### Style

Does the writing sample exhibit more than adequate word usage? Does it
- include dynamic words and use vivid or challenging words?

Is the writing fluent and easy to read? Does it
- sound natural?
- include varied sentence patterns? (Writing may include complex sentences.)

Does the writing sample display a sense of audience?
- Writing may have a unique perspective. It may be original, lively, authoritative, and/or interesting (i.e., have voice).

**NOTE:** These scoring rubrics are used on the spring ISTEP+ assessment in Grades 3–4.
**SCORE POINT 3**

A Score Point 3 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 stay mostly focused?**
- Mostly stay on the topic? (Writing may include minor tangents.)
- Include some rambling and/or repetition?

**Does the writing sample include relevant ideas?**
- Present related information?
- Provide some supporting details?

### Organization

**Does the writing have order?**
- Follow a sequence, but possibly show a lapse (e.g., may start out with a clear beginning, but wander; may be missing a beginning, but have a conclusion)?
- Have a logical progression of main ideas and support? (Writing may have lapses.)

### Style

**Does the writing sample exhibit adequate word usage?**
- Include mostly ordinary/common words (although some vivid or challenging words may be used)?

**Is the writing readable?**
- Flow naturally most of the time (although it may be choppy or repetitive or may have run-on sentences/fragments in spots)?
- Generally lack varied sentence patterns (although it may include some complex sentences)?

**Does the writing display some sense of audience?**
- Is there an attempt to develop a unique perspective—original, authoritative, and/or interesting (i.e., have some voice)?

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**NOTE:** These scoring rubrics are used on the spring *ISTEP+* assessment in Grades 3–4.
## Score Point 2

A Score Point 2 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 stay somewhat focused? Does it
- stay minimally focused on topic? (Writer may get distracted; may have a lapse in focus.)
- ramble and/or repeat information?

Does the writing sample include some relevant ideas? Does it
- provide minimal information and not begin to exhaust the possibilities?
- provide minimal details, but does not develop details?

### Organization

Does the writing have some order? Does it
- show minimal evidence of logical sequence (e.g., may be missing a beginning, a middle, or an end)?
- require the reader to fill in gaps in the sequence?

### Style

Does the writing sample exhibit minimal word usage? Does it
- contain ordinary/common words?
- exhibit minimal evidence of word choice?

Is the writing mostly readable?
- Writing may be difficult to follow in some sections.
- Writing may be hard to understand; the connection of ideas and information may be unclear.
- Does the writing lack sentence variety?

Does the writing display little sense of audience?
- Writing may be repetitive, predictable, and/or dull (i.e., have minimal voice).

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**NOTE:** These scoring rubrics are used on the spring ISTEP+ assessment in Grades 3–4.
## Extended Response Writing Applications Rubric
### Grades 3–4

NOTE: These scoring rubrics are used on the spring ISTEP+ assessment in Grades 3–4.

### SCORE POINT 1

A Score Point 1 paper represents a performance that only partially accomplishes or fails to accomplish 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 exhibit little or no focus?
- Writer may get distracted, may drift away from topic, or may convey little meaning.
- Topic may not be developed.

Does the writing sample include few or no relevant ideas?
- Writing may include unfinished/fragmented ideas.
- Writing may include only one or two bits of information.

#### Organization

Does writing have little or no order? Does it
- show little evidence of logical sequence (e.g., have no clear beginning, middle, or end)?
- have some ideas that may not be related to each other?

#### Style

Does the writing sample exhibit less than minimal word usage? Does it
- contain a limited or simple vocabulary?
- show no evidence of attention to word choice?

Is the writing hard to read?
- Reader may have to fill in gaps or guess what the writer was trying to say.
- Is sentence construction frequently incorrect?

Does the writing sample display little or no sense of audience?
- Text may be flat, lifeless (i.e., have no voice).