

Writing Prompt

Question 1

“All of us can think of a book that we hope none of our children or any other children have taken off the shelf. But if I have the right to remove that book from the shelf—that work I abhor—then you also have exactly the same right and so does everyone else. And then we have no books left on the shelf for any of us.”

**Katherine Paterson
Author**

Write a persuasive essay to a newspaper reflecting your views on censorship in libraries. Do you believe that certain materials, such as books, music, movies, magazines, etc., should be removed from the shelves if they are found offensive? Support your position with convincing arguments from your own experience, observations, and/or reading.

Your writing will be scored on the following aspects:

- Ideas and content: Does your writing accomplish the assigned task?
- Organization: Does your writing contain an introduction, a body, and a conclusion?
- Style: Do the language and vocabulary in your writing help to convey a clear message and to create interest?
- Voice: Are the tone and language appropriate for your intended audience?
- Language Conventions: Have you used correct sentence structure, grammar, and punctuation?

Writing Applications Rubric Grades 5–12

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

NOTE: These scoring rubrics are used with statewide assessments in Grades 5–12.

Writing Applications Rubric Grades 5–12

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

- provide in-depth information and more than adequate supporting details that are developed?
- explore many facets of the topic?

Organization

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

- exhibit appropriate register (e.g., formal, personal, or dialect) to suit task?
- demonstrate a sense of audience?
- exhibit an original perspective (e.g., authoritative, lively, and/or exciting)?

NOTE: These scoring rubrics are used with statewide assessments in Grades 5–12.

Writing Applications Rubric Grades 5–12

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

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

Organization

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

- generally exhibit appropriate register (e.g., formal, personal, or dialect) to suit task? (The writing may occasionally slip out of register.)
- demonstrate some sense of audience?
- attempt an original perspective?

NOTE: These scoring rubrics are used with statewide assessments in Grades 5–12.

Writing Applications Rubric Grades 5–12

SCORE POINT 3
<p>A Score Point 3 paper represents a performance that minimally accomplishes the task. Some elements of development, organization, and writing style are weak.</p>
<p>Ideas and Content</p> <p>Does the writing sample minimally accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it</p> <ul style="list-style-type: none"> • attempt a unifying theme or main idea? • stay somewhat focused on topic and task? <p>Does the writing sample include some relevant ideas? Does it</p> <ul style="list-style-type: none"> • include some information with only a few details, or list ideas without supporting details? • explore some facets of the topic?
<p>Organization</p> <p>Is there an attempt to logically organize ideas in the writing sample? Does the writing</p> <ul style="list-style-type: none"> • 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?)
<p>Style</p> <p>Does the writing sample exhibit ordinary word usage? Does it</p> <ul style="list-style-type: none"> • contain basic vocabulary, with words that are predictable and common? • demonstrate some control of vocabulary? <p>Does the writing sample demonstrate average writing technique?</p> <ul style="list-style-type: none"> • 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?
<p>Voice</p> <p>Does the writing sample demonstrate an attempt to adjust language and tone to task and reader? Does it</p> <ul style="list-style-type: none"> • demonstrate a difficulty in establishing a register (e.g., formal, personal, or dialect)? • demonstrate little sense of audience? • generally lack an original perspective?

NOTE: These scoring rubrics are used with statewide assessments in Grades 5–12.

Writing Applications Rubric Grades 5–12

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

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

Does the writing sample include few relevant ideas? Does it

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

Organization

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

- 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 sample exhibit minimal word usage? Does it

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

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

- demonstrate use of a register inappropriate to the task (e.g., slang or dialect in a formal setting)?
- demonstrate little or no sense of audience?
- lack an original perspective?

NOTE: These scoring rubrics are used with statewide assessments in Grades 5–12.

Writing Applications Rubric Grades 5–12

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

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

Organization

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

- demonstrate difficulty in choosing an appropriate register?
- demonstrate a lack of a sense of audience?
- lack an original perspective?

NOTE: These scoring rubrics are used with statewide assessments in Grades 5–12.

ISTEP+ Language Conventions Rubric
Grades 9-12

(Approved August, 2004)

Students will write using standard English conventions as defined in the Indiana Academic Standards for their grade and for all previous grades.	
Score Point 4	<p><i>Does the writing sample exhibit superior command of language skills?</i></p> <p>A Score Point 4 paper exhibits a superior command of written English language conventions. The paper provides evidence that the student has a thorough control of the concepts outlined in the Indiana Academic Standards associated with the student's grade level. In a Score Point 4 paper, there are no errors that impair the flow of communication. Errors are generally of the first-draft variety or occur when the student attempts sophisticated sentence construction.</p> <ul style="list-style-type: none"> • Does the writing sample demonstrate superior command of capitalization conventions? • Does the writing sample demonstrate superior command of the mechanics of punctuation? • Does the writing sample demonstrate superior command of grade-level appropriate spelling? • Does the writing sample demonstrate superior command of grammar and English usage? • Does the writing sample demonstrate superior command of paragraphing? • Does the writing sample demonstrate superior command of sentence structure by not using run-on sentences or sentence fragments?
Score Point 3	<p><i>Does the writing sample exhibit good control of language skills?</i></p> <p>In a Score Point 3 paper, errors are occasional and are often of the first-draft variety; they have a minor impact on the flow of communication.</p> <ul style="list-style-type: none"> • Does the writing sample demonstrate good control of capitalization conventions? • Does the writing sample demonstrate good control of the mechanics of punctuation? • Does the writing sample demonstrate good control of grade-level appropriate spelling? • Does the writing sample demonstrate good control of grammar and English usage? • Does the writing sample demonstrate good control of paragraphing? • Does the writing sample demonstrate good control of sentence structure by only occasionally using run-on sentences or sentence fragments?
Score Point 2	<p><i>Does the writing sample exhibit fair control of language skills?</i></p> <p>In a Score Point 2 paper, errors are typically frequent and may occasionally impede the flow of communication.</p> <ul style="list-style-type: none"> • Does the writing sample demonstrate fair control of capitalization conventions? • Does the writing sample demonstrate fair control of the mechanics of punctuation? • Does the writing sample demonstrate fair control of grade-level appropriate spelling? • Does the writing sample demonstrate fair control of grammar and English usage? • Does the writing sample demonstrate fair control of paragraphing? • Does the writing sample demonstrate fair control of sentence structure by frequently using run-on sentences or sentence fragments?
Score Point 1	<p><i>Does the writing sample exhibit minimal or less than minimal control of language skills?</i></p> <p>In a Score Point 1 paper, errors are serious and numerous. The reader may need to stop and reread part of the sample and may struggle to discern the writer's meaning.</p> <ul style="list-style-type: none"> • Does the writing sample demonstrate only minimal control of capitalization conventions? • Does the writing sample demonstrate only minimal control of the mechanics of punctuation? • Does the writing sample demonstrate only minimal control of grade-level appropriate spelling? • Does the writing sample demonstrate only minimal control of grammar and English usage? • Does the writing sample demonstrate only minimal control of paragraphing? • Does the writing sample demonstrate only minimal control of sentence structure by using many run-on sentences or sentence fragments?

NOTES: *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 two score points.*

Question 1, Sample A

Writing Applications – Score Point 6

Language Conventions – Score Point 4

What is freedom of speech? It is the ability to speak out your mind without fear of prosecution – but is that all it is? Is it limited to verbal opinion? Or does every kind of speech count? Do books, music, movies, magazine, newspaper articles, and cartoons come under “speech”? Or are they the targets of the arrow called censorship? Author Katherine Paterson said, “if I have the right to remove that book from the shelf...then you also have exactly the same right and so does everyone else. And then we have no books left on the shelf for any of us.”

Opinions can be expressed in several different ways. Vocally expressing one’s views cannot be repressed for once the words are spoken, they cannot be taken back. Books can be retracted; music can be banned; movies can be halted – but how are they any different from verbal expression? Merely because they express points of view through art does not mean that they are not a form of “speech” on the author or musician or film maker’s part. They are his or her way of bringing personal ideas and opinions to the public in an engaging manner, providing entertainment and broadening horizons simultaneously.

Libraries everywhere have banned countless works under the pretext of their “offensive” nature. J.D. Salinger’s literary masterpiece, *The Catcher in the Rye*, was the cause of numerous revolts across the nation – parents did not want their children reading it in school, educators were appalled by the gross and perverted aspects of the novel – but today, people describe it as a book that captured the mindset of the youth of America during the 40s perfectly and a story that is “truly American.” What if, 60 years ago, censorship had engulfed the tale of Holden Caulfield forever? What if his story had been burned and doomed to never see the light of the day again? Would America have lost a great novel because of how it “offended” some people? Yes, they would have.

Censorship is not “bad.” Sometimes, it is necessary. For example, sorting movies according to what age someone can watch them without it being “inappropriate” is beneficial it helps you receive knowledge and the truth about the world when you are truly ready to comprehend it. But banning them because of certain aspects that may not be pleasant to some is not helping anyone. If you do not want your child to read a book you deem “inflammatory,” make it your personal rule to keep them away from it. Libraries can make a different section of those kind of works, require parental consent to gain access to them, or put a warning on them, but not stifle the creative souls of the minds behind these works.

Paterson is right. One person may have a problem with a certain book – he raises people against it – the book is banned. Another woman may not like a song because of negative ideas – she rounds up other critics – the song is banned. A parent may find a certain movie inappropriate and offensive – he creates petitions banning it –

the movie is banned. You will never find them in any library anywhere. The idea here is that everyone will have problems with something or the other, but if we start getting rid of those things we ultimately end up with nothing at all. Control, not censor. Do not destroy others opinions based on yours. They may be attacking yours, but by censoring them, you are doing the same thing.

Notes for Question 1, Sample A

Writing Applications

Score Point 6

The following list describes a writing sample (shown above) that earns a Score Point 6 using the ISTEP+ Writing Applications Rubric.

This sample

- fully accomplishes the task and addresses all specific points of the prompt (i.e., write a persuasive essay reflecting your views on censorship in libraries and support it with convincing arguments).
- stays completely focused on the topic.
- provides in-depth information and strong supporting details that are fully developed (e.g., *J.D. Salinger’s literary masterpiece, The Catcher in the Rye, was the cause of numerous revolts across the nation – parents did not want their children reading it in school, educators were appalled by the gross and perverted aspects of the novel – but today, people describe it as a book that captured the mindset of the youth of America during the 40s perfectly and a story that is “truly American.”*).
- organizes ideas logically and creates a meaningful, cohesive whole; has an engaging introduction, well-composed middle, and a strong conclusion (e.g., *The idea here is that everyone will have problems with something or the other, but if we start getting rid of those things we ultimately end up with nothing at all.*).
- demonstrates very good word usage with excellent writing technique, varying vocabulary throughout the essay (e.g., *Libraries everywhere had banned countless works under the pretext of their “offensive” nature.*).
- is fluent and easy to read; the writer includes varied sentence patterns, including complex sentences (e.g., *They are his or her way of bringing personal ideas and opinions to the public in an engaging manner, providing entertainment and broadening horizons simultaneously.*).
- displays an appropriate register and effectively adjusts language and tone to the task.

Note: A Score Point 6 paper is an outstanding performance. It fully accomplishes the task in a thorough and insightful manner and has a distinctive quality that sets it apart.

Language Conventions

Score Point 4

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

This sample

- uses correct capitalization.
- has mostly correct punctuation with missing apostrophe (e.g., *others*).
- has a spelling error (e.g., *acces*).
- has correct grammar and word usage.
- has a run-on sentence (e.g., *For example, sorting movies according to what age someone can watch them without it being “inappropriate” is beneficial it helps you receive knowledge and the truth about the world when you are truly ready to comprehend it.*) and one sentence fragment. However, the fragment is stylistic.
- uses paragraphs effectively.

Note: In the instances where students referred to titles of works, they were not penalized for not using underlines or italics since the online program does not allow either as a formatting option.

Question 1, Sample B

Writing Applications – Score Point 5

Language Conventions – Score Point 4

I believe that certain materials, such as books, music, movies, magazines, etc., should not be removed from the shelves of libraries even if they are found offensive to certain people. Libraries are not only meant for books but all types of informative items there for everyone's use. If certain people believe that items in libraries are offensive, then they should simply stay away from those items. Reasons that I believe this way are, people need books and magazines as well for research, many people enjoy coming to libraries to listen to music and read magazines if they are not available to them elsewhere, and finally not all people find all the books, music, movies, and magazines offensive.

To remove offensive items from libraries would make it difficult for people to get information they need. If you were to go to a library for research on a band, and the library didn't have any magazines that were about the band because certain people found those magazines offensive, you would have a horribly difficult time trying to get decent information. Magazines, music, and books are in libraries not only for peoples entertainment but for certain information that people want. If you were to remove anything offensive, people would know less about the world around them and libraries would be less popular. So, in the end, it would be a ridiculous idea to remove offensive magazines, books, and music from libraries, because most of those there are for information about certain people or places.

Many people that I know go to the library to browse through books, listen to music, and read magazines that they do not have access too apart from the library. Now if someone took away the things those people enjoyed, they would have to live without and simply get to watch everyone else outside of the library enjoy that music or book, while they only get to watch from the side. When people are browsing throughout a library and come across something they find offensive, they should simply put down that book or magazine, or turn the music off; no one is making them read or listen to it. With that said, because a few people think that a magazine page is rude, or lyrics to a song are inappropriate, they should not ruin the entertainment for the people who do enjoy listening to that music or reading those magazines.

Finally, not every single person in the world finds the same things offensive. Certain people love big tattoos, while others think that they are grotesque and rude. Just because a few people don't like tattoos that doesn't mean they should be outlawed does it? While in a library, almost everyone could find something that they think should not be on those shelves, but the next person may love that book and think it's one of the best they've ever read. Everyone has a different opinion about everything, and if there are a few people who dislike certain books, magazines, or a certain genre of music, there are most likely a few people who absolutely love that book,

or magazine, and love that genre of music. So just because there are people with a negative opinion on certain items, does not mean they should remove them from the shelves of libraries.

In the end, I believe that they should not remove offensive items from the shelves, because they could be there for certain research, or for certain peoples entertainment. Personally I would be upset if they removed the offensive books, magazines, and music from the libraries, because as a teenager that is the genre I am mostly attracted to. I am aware though that the senior citizens of the world, do not find the same things that teenagers like very appropriate, but that's not a big enough reason to take those items away. So finally, you have to think of what good it would do to take all offensive items off the shelves of libraries, because people like what they like, and simply taking those items off the shelves would not change hardly anything except the popularity of libraries.

Writing Applications

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 Applications Rubric.

This sample

- fully accomplishes the task and addresses all specific points of the prompt (i.e., write a persuasive essay reflecting your views on censorship in libraries and support it with convincing arguments).
- stays focused on the topic.
- includes many relevant ideas that are fully developed (e.g., *If you were to remove anything offensive, people would know less about the world around them and libraries would be less popular.*).
- is organized logically and cohesively with a clear introduction, developed body, and a conclusion (e.g., *To remove offensive items from libraries would make it difficult for people to get information they need.*).
- exhibits more than adequate word usage demonstrating good writing technique (e.g., *With that said, because a few people think that a magazine page is rude, or lyrics to a song are inappropriate, they should not ruin the entertainment for the people who do enjoy listening to that music or reading those magazines.*).
- is easy to read; uses varied sentence patterns, including complex sentences (e.g., *When people are browsing throughout a library and come across something they find offensive, they should simply put down that book or magazine, or turn the music off; no one is making them read or listen to it.*).
- displays an appropriate register and appropriately adjusts language and tone to the task (e.g., *I believe that certain materials, such as books, music, movies, magazines, etc., should not be removed from the shelves of libraries even if they are found offensive to certain people.*).

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.

Language Conventions

Score Point 4

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

This sample

- uses correct capitalization.
- has mostly correct punctuation with occasional comma errors and missing apostrophes (e.g., *peoples*).
- has a few spelling errors (e.g., deacent, itmes). However, one or more of these maybe first-draft errors.*
- has mostly correct grammar and word usage (e.g., *too*).
- uses paragraphs correctly.

* First-draft errors are those errors that were probably made because the student was writing quickly or did not have time to check his or her work. An error is considered to be of the first-draft variety if the student has not repeated the error or made similar errors elsewhere in the response.

Question 1, Sample C

Writing Applications – Score Point 4

Language Conventions – Score Point 4

Allowing libraries to censor material is wrong. The libraries shouldn't be allowed to tell you what you can and can't read. It should be up to the person to decide if the material is against their moral values, so they can decide whether or not they want to read it. The library should allow you to read what you want.

One way censoring is bad is that you would be forced to read what the library things is right. The library would censor stuff they wouldn't support and make you read or watch things that they believe in. This would not allow for diverse ideas, and would not fully inform people of both sides of the particular situation.

Censoring would cause people to be less unique in the ways they think.

Another reason is that people should be able to choose what they want to read about with out being influenced by the library. People should have a choice on what they want to read. If they think it's not good, then they should be able to decide whether they want to read it or not. This makes more of a choice, and allows for more freedom for the people.

Censoring material would be very constricting on people. They would not be able to read what they want. Allowing censorship would also cause less diverse thinking because everyone would be using the same type of material. Censoring would also make libraries more powerful, because they would only be spreading ideas on what they think is right.

Notes for Question 1, Sample C

Writing Applications
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 Applications Rubric.

This sample

- adequately accomplishes the task and addresses all points of the prompt (i.e., write a persuasive essay reflecting your views on censorship in libraries and support it with convincing arguments).
- stays focused on the topic.
- provides some supporting details with some development of those ideas (e.g., *This would not allow for diverse ideas and would not fully inform people on both sides of the particular situation.*).
- progresses in a logical order with paragraphs; has a clear introduction, body, and conclusion; uses transitions to show a logical progression of ideas (e.g., *One way censoring is bad is that you would be forced to read what the library thinks is right.*).
- exhibits good vocabulary (e.g., *Allowing censorship would also cause less diverse thinking because everyone would be using the same type of material.*).
- is easy to read and mostly fluent; the writer uses varied sentence patterns, including some complex sentences (e.g., *If they think it's not good, then they should be able to decide whether they want to read it or not.*).
- displays an appropriate register (e.g., *This makes more of a choice and allows for more freedom for the people.*).

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

Language Conventions
Score Point 4

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

This sample

- uses correct capitalization.
- has mostly correct punctuation with some unnecessary commas.
- has correct spelling.
- has mostly correct grammar and word usage (e.g., *with out*).
- uses paragraphs correctly.

Question 1, Sample D

Writing Applications – Score Point 3

Language Conventions – Score Point 3

Yes, I think that certain magazines should not be put into libraries due to either bad language or unexceptionable photos of grown people.

A library is for children and teens who come to do research, hang out and study, and to use a computer. Adults on the other hand may come just to get away from the noise but will also read the papers, check out movies, or use the computer. I don't think it's right that the children and adults are able to get to check out the same movie because they might get something that is inappropriate because they don't really understand or a movie that was in the wrong section and is not for them to see due to either incompetent language or sexual activity.

Personally I think that there should be a separation between the two. Children or toddlers should have one side and others between the ages of 15-adult should have the other side because I feel that during your teen years you know about the same amount of things as the adults do. I've been in quite a few libraries that were not organized. I also feel that if a parent needs to come to the library to use the computer but has her child or children with her; there should be a safe environment in there that she can take them to and someone will watch them as she focuses on what has to be done

Notes for Question 1, Sample D

Writing Applications

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 Applications Rubric.

This sample

- minimally accomplishes the task (i.e., write a persuasive essay reflecting your views on censorship in libraries and support it with convincing arguments).
- stays mostly focused on the topic.
- includes a few supporting details (e.g., . . . *Children or toddlers should have one side and others between the ages of 15-adult should have the other side because I feel that during your teen years you know about the same amount of things as the adults do.*).
- has a weak introduction, a body that lacks development, and no conclusion (e.g., *Yes, I think that certain magazines should not be put into libraries due to either bad language or unexceptable photos of grown people.*).
- attempts some sentence variety (e.g., *Adults on the other hand may come just to get away from the noise but will also read the papers, check out movies or use the computer.*).
- displays appropriate register.

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

Language Conventions

Score Point 3

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

This sample

- uses correct capitalization.
- has some incorrect punctuation (e.g., missing commas, incorrectly used semicolon, *dont*, *focus*'s, missing period in the last sentence).
- has spelling errors (e.g., *magazines*, *unexceptable*, *innopropriate*, *incompintent*).
- has fair control of grammar and word usage.
- has adequate paragraphing.

Question 1, Sample E

Writing Applications – Score Point 2

Language Conventions – Score Point 2

I do think that there are books that should be removed because some people take some things offensive. Some people may think that the book may be wrong because of the religion. And some people may not like what the book, movie, or music is teaching their child.

People that take the religion to be offensive because the book could say that religion that the person believes is not the right way to go.

Some parents may take the book offensive because it may contain bad things. These parents may not want their kids reading these types of books but if the library has them the kid could easily check out the book and keep it hidden from thier parents.

Some parents may not want there kids listenig, watchin, or reading anything that may teach or tell the kid to do things that htye shouldnt be doing.

I think that there are some books, movies, or music that is inapprpriate for smaller children but may be apprpriate for people that are older it all depends on the book.

Notes for Question 1, Sample E

Writing Applications
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 Applications Rubric.

This sample

- minimally accomplishes the task (i.e., write a persuasive essay reflecting your views on censorship in libraries and support it with convincing arguments).
- exhibits some focus (e.g., *I do think that there are books that should be removed because some people take some things offensive.*).
- exhibits minimal organization (e.g., has an introduction, lacks transitions and a developed body, and has no conclusion).
- provides few supporting details (e.g., *Some parents may not want thier kids listenig, watchin, or reading anything that may teach or tell the kid to do things that htye shouldnt be doing.*).
- lacks development of ideas.
- exhibits minimal word usage and writing techniques (e.g., *People that take the religion to be offensive because the book could say that religion that the person belives is not the right way to go.*).

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.

Language Conventions
Score Point 2

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

This sample

- uses correct capitalization.
- has missing punctuation (e.g., *shouldnt*).
- has spelling errors (e.g., *thier, listenig, watchin, htye, belives, apprpriate*).
- has grammar and usage errors (e.g., *there, people that*).
- has run-on sentences (e.g., *I think that there are some books, movies, or music that is inapprpriate for smaller children but may be apprpriate for people that were older it all depends on the book.*).
- has frequent errors in a relatively brief writing sample.

Question 1, Sample F

Writing Applications – Score Point 1

Language Conventions – Score Point 1

If some one is offensive over a book or magazine in a librarie then they should stay away from where it is. There are people who would like to learn about it and have to learn about it they will not be able to find it if they start taking books off the shevles just caus it is offensive to some one. that person dont have to read that book or magazine so it should not offend them in any way.

Notes for Question 1, Sample E

Writing Applications
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 Applications Rubric.

This sample

- does not accomplish the task (i.e., write a persuasive essay reflecting your views on censorship in libraries and support it with convincing arguments).
- has little focus.
- provides very few relevant ideas and less than minimal development (e.g., has no introduction or conclusion).
- exhibits minimal word usage.
- demonstrates less than minimal writing technique.

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.

Language Conventions
Score Point 1

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

This sample

- has capitalization errors (e.g., *that*).
- has missing punctuation (e.g., *dont*).
- has usage errors (e.g., *If some one is offensive over a book or magazine. . .then they should stay away from where it is.*).
- has spelling errors (e.g., *librarie, shelves, caus*).
- has a run-on sentence (e.g., *There are people who would like to learn about it and have to learn about it they will not be able to find it if they start taking books off the shevles just caus it is offensive to some one.*).
- has numerous errors in a brief writing sample.