

You may wish to remove these sample answer document pages to respond to the practice ACT Writing Test.

Please enter the information at the right before beginning the Writing Test.

Use a soft lead No. 2 pencil only. Do NOT use a mechanical pencil, ink, ballpoint, or felt-tip pens.

WRITING TEST BOOKLET NUMBER

Print your 6-digit Booklet Number in the boxes at the right.

Six empty boxes for booklet number.

WRITING TEST FORM

Three empty boxes for test form.

03A

Print your 3-character Test Form in the boxes above and fill in the corresponding oval at the right.

Begin WRITING TEST here.

More than once I have seen people with hundreds, even thousands of songs on their play lists. The decades ago, one would be lucky to have so many as a few dozen songs at their disposal. The value of music, as perspective over states has been extremely diluted. A friend of mine, named Jerry, has dreamed of being a musician, but he is told time and time again that such a career path is financially fruitless. People do not spend nearly as much money on music now as they used to, simply because they do not need to. Music is now viewed as thought it should be free for all people despite the effort put into making it.

I remember the time when my friend Jerry tried to sell his music. He was contacted by a stranger online who wanted a custom made song for his girlfriend. Jerry always wanted to do commissions, so he happily agreed. When it came to discussing price, however, the stranger was appalled. According to him, Jerry had no right to ask for money for his

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Not an essay or writing format

Support your work... Do you value your friend's music? Do you support your friend?

WRITING TEST

work. Why should this man pay for Jerry's music when he could easily get more professional content elsewhere, he reasoned. This stranger clearly appreciated Jerry's talents, but his perspective suggests that those talents were capable of producing *< your thoughts about this related to the perspective's your own? >*

I realize that, despite the aforementioned man's sense of entitlement, he likely would not have discovered Jerry without the widespread availability of music that we have today. It is far easier now than it would have been years ago for people like Jerry to be recognized by the public, and we have free music to thank for that. Fame, however, is not everything, especially to an up-and-coming musician. Financial remuneration is still a necessity, and free music makes it so difficult for independent musicianship to be a viable career.

With the music industry being the way it is, the prospects of any musician hoping to make it are very low. My friend Jerry, after he graduated, tried to go to college for music, but he had, unfortunately, slowly deteriorated. He switched majors after finally realizing what little money there was to be made. This situation is likely to happen with more than just Jerry. People no longer value music, and if this

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Question of Value

Andrew Abbott

WRITING TEST

depreciation continues, the music industry could
be in danger of collapse.

Ideas and Analysis 4+4
Development and Support 4+4
Organization 4+4
Language Use 4+4
TOTAL 16

SCORE 8/12

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The ACT Writing Test Scoring Rubric

	Ideas and Analysis	Development and Support	Organization	Language Use
Score 6: Responses at this scorepoint demonstrate effective skill in writing an argumentative essay.	The writer generates an argument that critically engages with multiple perspectives on the given issue. The argument's thesis reflects nuance and precision in thought and purpose. The argument establishes and employs an insightful context for analysis of the issue and its perspectives. The analysis examines implications, complexities and tensions, and/or underlying values and assumptions.	Development of ideas and support for claims deepen insight and broaden context. An integrated line of skillful reasoning and illustration effectively conveys the significance of the argument. Qualifications and complications enrich and bolster ideas and analysis.	The response exhibits a skillful organizational strategy. The response is unified by a controlling idea or purpose, and a logical progression of ideas increases the effectiveness of the writer's argument. Transitions between and within paragraphs strengthen the relationships among ideas.	The use of language enhances the argument. Word choice is skillful and precise. Sentence structures are consistently varied and clear. Stylistic and register choices, including voice and tone, are strategic and effective. While a few minor errors in grammar, usage, and mechanics may be present, they do not impede understanding.
Score 5: Responses at this scorepoint demonstrate well-developed skill in writing an argumentative essay.	The writer generates an argument that productively engages with multiple perspectives on the given issue. The argument's thesis reflects precision in thought and purpose. The argument establishes and employs a thoughtful context for analysis of the issue and its perspectives. The analysis addresses implications, complexities and tensions, and/or underlying values and assumptions.	Development of ideas and support for claims deepen understanding. A mostly integrated line of purposeful reasoning and illustration capably conveys the significance of the argument. Qualifications and complications enrich ideas and analysis.	The response exhibits a productive organizational strategy. The response is mostly unified by a controlling idea or purpose, and a logical sequencing of ideas contributes to the effectiveness of the argument. Transitions between and within paragraphs consistently clarify the relationships among ideas.	The use of language works in service of the argument. Word choice is precise. Sentence structures are clear and varied often. Stylistic and register choices, including voice and tone, are purposeful and productive. While minor errors in grammar, usage, and mechanics may be present, they do not impede understanding.
Score 4: Responses at this scorepoint demonstrate adequate skill in writing an argumentative essay.	The writer generates an argument that engages with multiple perspectives on the given issue. The argument's thesis reflects clarity in thought and purpose. The argument establishes and employs a relevant context for analysis of the issue and its perspectives. The analysis recognizes implications, complexities and tensions, and/or underlying values and assumptions.	Development of ideas and support for claims clarify meaning and purpose. Lines of clear reasoning and illustration adequately convey the significance of the argument. Qualifications and complications extend ideas and analysis.	The response exhibits a clear organizational strategy. The overall shape of the response reflects an emergent controlling idea or purpose. Ideas are logically grouped and sequenced. Transitions between and within paragraphs clarify the relationships among ideas.	The use of language conveys the argument with clarity. Word choice is adequate and sometimes precise. Sentence structures are clear and demonstrate some variety. Stylistic and register choices, including voice and tone, are appropriate for the rhetorical purpose. While errors in grammar, usage, and mechanics are present, they rarely impede understanding.
Score 3: Responses at this scorepoint demonstrate some developing skill in writing an argumentative essay.	The writer generates an argument that responds to multiple perspectives on the given issue. The argument's thesis reflects some clarity in thought and purpose. The argument establishes a limited or tangential context for analysis of the issue and its perspectives. Analysis is simplistic or somewhat unclear.	Development of ideas and support for claims are mostly relevant but are overly general or simplistic. Reasoning and illustration largely clarify the argument but may be somewhat repetitious or imprecise.	The response exhibits a basic organizational structure. The response largely coheres, with most ideas logically grouped. Transitions between and within paragraphs sometimes clarify the relationships among ideas.	The use of language is basic and only somewhat clear. Word choice is general and occasionally imprecise. Sentence structures are usually clear but show little variety. Stylistic and register choices, including voice and tone, are not always appropriate for the rhetorical purpose. Distracting errors in grammar, usage, and mechanics may be present, but they generally do not impede understanding.

(continued)

The ACT Writing Test Scoring Rubric

	<i>Ideas and Analysis</i>	<i>Development and Support</i>	<i>Organization</i>	<i>Language Use</i>
<p>Score 2: Responses at this scorepoint demonstrate weak or inconsistent skill in writing an argumentative essay.</p>	<p>The writer generates an argument that weakly responds to multiple perspectives on the given issue. The argument's thesis, if evident, reflects little clarity in thought and purpose. Attempts at analysis are incomplete, largely irrelevant, or consist primarily of restatement of the issue and its perspectives.</p>	<p>Development of ideas and support for claims are weak, confused, or disjointed. Reasoning and illustration are inadequate, illogical, or circular, and fail to fully clarify the argument.</p>	<p>The response exhibits a rudimentary organizational structure. Grouping of ideas is inconsistent and often unclear. Transitions between and within paragraphs are misleading or poorly formed.</p>	<p>The use of language is inconsistent and often unclear. Word choice is rudimentary and frequently imprecise. Sentence structures are sometimes unclear. Stylistic and register choices, including voice and tone, are inconsistent and are not always appropriate for the rhetorical purpose. Distracting errors in grammar, usage, and mechanics are present, and they sometimes impede understanding.</p>
<p>Score 1: Responses at this scorepoint demonstrate little or no skill in writing an argumentative essay.</p>	<p>The writer fails to generate an argument that responds intelligibly to the task. The writer's intentions are difficult to discern. Attempts at analysis are unclear or irrelevant.</p>	<p>Ideas lack development, and claims lack support. Reasoning and illustration are unclear, incoherent, or largely absent.</p>	<p>The response does not exhibit an organizational structure. There is little grouping of ideas. When present, transitional devices fail to connect ideas.</p>	<p>The use of language fails to demonstrate skill in responding to the task. Word choice is imprecise and often difficult to comprehend. Sentence structures are often unclear. Stylistic and register choices are difficult to identify. Errors in grammar, usage, and mechanics are pervasive and often impede understanding.</p>

Ideas and Analysis _____
Development and Support _____
Organization _____
Language Use _____
TOTAL _____

SCORE _____

Questions to Consider About the Music Industry

- How much does it cost to make music?
- What if other professionals weren't paid for their hard work? Would professional athletes play for free just to get more exposure?
- If musicians don't get paid for the music they produce, how will they produce more?
- Who currently gets paid?
- How do streaming music services actually work?
- What does "value" something mean? Versus cost...
- Would you be willing to work for years on something only to give it away for free?
- What determines if music is quality?
- What role has radio played in making us feel like music should always be free?
- Why are people willing to pay for services that offer lots of "free" music?
- Why aren't movies free?
- Could we compare music to television?
- What makes an artist successful today?
- Is talent really necessary in today's musical landscape?
- Are the talents that are necessary actually related to music?
- What about music videos?
- Why the gap between popular musicians and indie musicians?
- When was the last time you sat and listened to music and did nothing else?
- When was the last time you paid for music? How much? Was it worth it?
- Have you ever played an instrument?

