

## Informative / Opinion Scoring Guidelines Grade 3

### Topic Introduction (W.3.1 & W.3.2) = Context + Topic Statement

*Context (who/what, did what). In essays, also include: time/place, definition, title/gist, though not required in paragraph*

- In (high tide) essay, context is a separate sentence. In (low tide) paragraph, context is part of topic statement
- In paragraph, if students have full topic statement, context is included in that
- If context is more than 1-2 sentences, can go overboard and become a retell. If so, give partial credit only (.5)

### *Focused Topic Statement / Opinion*

- Fully states topic: *Ants do difficult jobs to help the colony survive.*
- If “because” is used, then general overview follows, not isolated fact/reason - or it’s no longer a ‘topic’ sentence

### Important Evidence and Detailed Examination / Reasons and Elaborations (W.3.1 & W.3.2)

#### *Important Evidence / Reason*

- 1pt = Set up: To be reader friendly, group related information in a clearly-named category (mini-claim / sub-topic / point - often 1-2 words), and clearly introduce evidence (1-2 sentences - paragraph; own paragraph - essay)
- 1pt = Relevance: quote(s) or 2-3 rich details on par with complexity of text read, clearly develop/support points
- Include 3 body sections to develop/support points. If only 2 sections, be clear why
  - If more than three sections, evaluate first 3 (or any representative 3)
  - Information represents, but not necessarily exhausts, each idea

*Detailed Examination* a) **explains how** info develops topic / reason supports opinion, or b) **more facts** make this clearer

- Following: Soldier ants’ big heads help them block invaders from entering the nest:
  - **2 pts** = *This protects the queen, and everyone.* (more facts from text, *or reasoning*, clarify this job)
  - **1 pt** = *There are usually hundreds of soldier ants.* (not specific enough to the *central idea* of ‘survival’)

### Ending (W.3.1 & W.3.2)

- 1 pt = wraps up topic’s central idea, in a novel way, not word for word topic statement repeat (Low tide = 2 pts):
  - *Ants seem to be hard working creatures.*
- Give .5 if ending is formulaic and just repeats topic sentence, mostly word for word
- 2 pts = wraps up and adds a basic closing thought:
  - *Ants might become extinct if they were not so good at working together well.*

### Links (W.3.2.C)

- At least two words or phrases connect similar ideas within a group of information, or link to topic. (.5 if robotic)
- Or, repeat central idea at start of each group of information in phrases (low tide) or topic sentences (high tide)

### Language (L.3.1i)

- Vocabulary: **Skim 50 body words**. Count strong words. (Exclude fully copied quotes, but do count integrated words lifted from text). Deduct ‘banned’ words (stuff, things). 8+ words (15%).
  - (In class: students circle all strong words & write # at top; teachers set 1-2 pt criteria for each piece.)
- Varied sentences: **Skim 5 body sentences** for complex sentences, openers, closers, rich adjectives, adverbial or prepositional phrases or clauses. 3/5+ or more (some still simple) extraordinarily well constructed.
  - (In class: teach mini lessons/reinforce CCSS L standards, then require each after taught)

### Conventions (L.3.1-L.3.2)

- All sentences have capital and periods. 70% have correct grammar. 96% correct spelling (2 errors per 50 words)