

Informative / Opinion Scoring Guidelines Grade 4

Topic Introduction (W.4.1/2)

Context: who/what, did what. Include: time/place, definition or title and brief gist

- In (high tide) essay, at least 1 sentence gives context. In (low tide) paragraph, topic statement includes context:
 - *George overcame important challenges to make changes in the USA long ago.*{In full essay, context may be more developed, but still not a 'retell'. If context is overdone, subtract ½ point.}

Focused Topic Statement / Opinion

- State topic + may **respond** (to prompt) central idea(s) about topic:
 - *George overcame obstacles, had to work hard and show persistence.* (List central ideas)
 - *George showed determination in overcoming challenges to make changes.* (States central idea)
- If "because" is in topic statement, it leads to an overview of ideas or reasons, not diving into one idea or reason.

Important Evidence and Detailed Examination / Reasons and Elaborations (W.4.1/2)

Important Evidence / Reason: facts, definitions, concrete details, or quotes

- **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 explains how info develops topic / reason supports opinion: helps reader make meaning of facts

- 2 pts = More facts with explanation, synthesis, connections, insights go beyond stating obvious to develop topic
- 1 pt = Stem (this shows...) repeat quote word for word, or unclear explanation, connection, inference attempted

Ending (W.4.1/2)

- 1 pt = wraps up central idea in novel way. Does not repeat topic statement, but synthesizes. (Low tide = 2 pts):
 - *Determination can accomplish so much.*
- 2 pts = extends to bigger picture. Addresses "so what?":
 - *Without such people, our world might not be getting better all the time.*

Links (W.4.2.C)

- Words and phrases connect similar ideas within a group of information, or link to the topic. .5 if formulaic such as first, next, last-- but begin here if no links, and move ahead soon to repeating central idea.
- In high tide essay, each paragraph begins with a topic sentence or phrase that serves as a link to central idea.

Language (L.4.2.b and L.4.3.a)

- 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.4.1-L4.2)

- All sentences are complete – no fragments or run on's. 90% or more of sentences have correct grammar. 96% words spelled correctly; Up to 4 words misspelled per 100, or 2 per 50 words, acceptable.