

TIDE Scoring Guidelines Grades 9.10

Topic Introduction (W.9.10.2)

Introduce topic, previewing what will follow, such as organized ideas, concepts, and information relating to topic. Students' response to the prompt conveys insight and understanding of the standard being assessed, not just a restatement of prompt. Students should use several sentences (hook, main idea, preview facts) for introduction. Presence of an acceptable introduction gets 1 point. Thesis receives up to 3 points, depending on quality.

Important Evidence and Detailed Examination (W.9.10.2)

Each fact, extended definition, concrete detail, quotation or other information examines the topic and the information is presented through the selection, organization and analysis of relevant, sufficient and well-chosen content. Students should cite strong and thorough textual evidence as they examine and analyze what the text says explicitly (R.9.10.1). Related information about each idea or concept is grouped together in separate paragraphs, each about one idea or concept. So each new idea or concept supported would have its own group of sentences that convey and examine it clearly. When students write about more than three main ideas or concepts, score the first 3 (or any random 3) paragraphs only. We are not striving for a pre-determined length essay. The writing should match the topic, not fit in a formula. Therefore, the number of main ID paragraphs (and support for each) will vary. However, students do not receive innumerable points for ID paragraphs because the focus is quality, not quantity. If the task only elicits 2 central ideas or concepts and is answered completely with these, then assume other ideas or concepts (and their support) would be the same quality, and average the points received on the 2 that were conveyed, to keep scoring consistent across tasks. Teachers may choose to tell students how many ideas or concepts might be needed before students write, but students should be taught to eventually determine what makes a 'complete' response to varied prompts independently.

Each examination of the relevant, sufficient and well-chosen facts, definitions, details and quotations receives 1 point for a surface, satisfactory attempt, and 2 points if the examination provides exceptional insight.

Ending (W.9.10.2)

Students should provide a clear concluding statement or section, which follows from and supports the information or examination presented. Conclusion should wrap up and not just restate key points, addressing the "so what" big idea.

Language (L.9.10.3.B)

Precise language points are awarded if a range in well-chosen vocabulary is used.

Links (W.9.10.2.C)

Students use appropriate and varied transitions to clarify and create cohesive relationships between ideas and concepts presented.

Conventions (L.9.10.1-L.9.10.2)

Refer to grade level Common Core State Standard requirements for conventions regarding expected grammar, punctuation and spelling. A class-wide expectation can be set for this point, but goals should be individualized, as needed. Therefore, students can receive this point if they have shown agreed upon levels of improvement from baseline in these categories.

Evidence of Planning (W.9.10.5)

Planner is evident.