

Informational and Opinion Scoring Guidelines Grade 2

Introduce Topic (W.2.1 & W.2.2)

- Topic introduction states full topic in a complete sentence:
 - **2 pts:** *An octopus can protect itself in many ways. / I would like to be an octopus for a day.*
 - **1 pt:** *Octopuses are busy every day.* (does not respond to prompt fully)
- If 1 fact follows 'because' – it is not a topic sentence (unless gives overarching category):
 - **Yes:** *An octopus can protect itself because it has good defenses.* (Then all facts show defenses).
 - **No:** *An octopus can protect itself because it has tentacles. They also blend in.*
- If opinion piece, should convey consistent opinion in topic sentence or via reasons to get full 2 points.

Important Details / Reasons and Elaborations (W.2.1 & W.2.2)

Important Information / Reasons

- Information / reason is relevant and includes at least 2 facts or supports (precise verbs, specific adjectives etc.). Must state more than bare bone fact. Needs detail, precision and specificity in presentation of information.
- When more than three different sets of information/reasons are given, evaluate first 3 (or any random 3).
- Each new information/idea grouped in its own clear sentence or section (group of sentences) on that idea.

Details / Elaborations

- Make clearer **how** the facts “develop points” or **how** reasons “support opinion”. This could include a) an explanation of the fact, or b) simply an additional detail, but one that strengthens the point (not just adds info).
- Following this 1st fact sentence: “They can break off tentacle arms and grow new ones.”:
 - **2 pts** = *Without arms, they could not swim away from danger and would die.* (explains fact’s importance)
 - **2 pts** = *They detach them when enemies attack them.* (fact serves to further explain self-protection)
 - **1 pt** = *This helps them survive. This must hurt. This is cool.* (not specific enough)
 - **1 pt** = *They do this daily. They have eight tentacles.* (true, but don’t develop central idea of protection)

Ending (W.2.1 & W.2.2)

- Wraps up main idea in novel way, referring back to overall topic. Does not repeat topic sentence, word for word:
 - *An octopus can protect itself in many ways.*
- Give .5 for formulaic endings that i.e. repeat topic sentence word for word or “This is how...”

Links (W.2.2.C)

- Words and phrases connect similar ideas within a group of information, or link to the topic. Look for 2 or more carefully repeated phrases/ideas that link ideas throughout (and, also, because). Or, use cohesive devices to link: pronouns that refer back to key idea, key word repeated.

Language (L.2.1.F)

- 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). 5 words (10%) = 1 pt, 8 words (15%) = 2 pts.
 - (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 CCSS L’s -mix of compound sentences, openers, closers, adjectives, adverbial or prepositional phrases or clauses. (Down the road lived a green toad; or Walking slowly, she smiled.)

Conventions (L.2.1 – L.2.2)

- Handwriting: legible.
- Grammar correct in 60% of N+V+P+adj/adv+C sentence(s). Don’t award point if no sentences meet this criteria.
- Punctuation: All sentences have capitals and period, commas within lists.
- Spelling: Award point if 94% of words spelled correctly; Up to 3 per 50 words misspelled, acceptable.