

TIDE Scoring Guidelines Grade 7.8

Topic Introduction (W.7/8.1/2)

Introduce Context Clearly (who/what, did what, where/when)

At least one sentence provides context in high tide essay. For low tide, context may be combined with topic statement. {For fuller essay, context more developed, but still not a 'retell'. If overdone, subtract ½ point.}

Focused Topic Statement

- 1 pt = State topic / claim and previews central idea(s).
- 2 pts = State topic / claim and previews central idea(s) clearly and concisely:
 - *The articles provide different angles on electricity such as facts, descriptions and demonstrations.*
 - *The different articles build our understanding in complementary ways.*
- If "because" is used, it leads to a central idea overview of topics or reasons, not diving into one.

Important Evidence / Reasons and Detailed Examination / Elaboration (W.7/8.1/2) (Arg: +1 opposing/alternate claim.)

Important Evidence / Reason: (Argument: One must be opposing or alternate claim.)

- Often has three body sections of categories (sentences or paragraphs). If only two body sections, be clear why.
 - Each separate body section includes at least **3** sub-facts/details, or well-chosen & explained quote.
 - Each of these sections' 3 facts may be woven into one rich sentence (low tide paragraph) or multiple, separate, more detailed paragraph on each category (high tide essay).
- When more than three groups of ideas / reasons, evaluate the first 3 (or any random 3).
- Information / reasons are relevant, accurate, from credible sources and show understanding.
- Ideas, concepts and information organized by definition, classification, compare/contrast, cause/effect etc.

Detailed Examination helps reader make new meanings about central idea. (High tide = more detail)

- 2 pts = synthesizes different parts of text or conveys new insights beyond stating the obvious.
- 1 pt = may use stem i.e. "this shows that..." or predictable explanation but does not offer a strong inference.

Ending (W.7/8.2)

- 1 pt = wraps up main idea in a novel way. Does not repeat topic statement, but synthesizes. (Low tide = 2 pts)
- 2 pts = extends to bigger picture. Addresses "so what?": "The three sources build one's understanding in different ways that work together like how pieces of a puzzle coming together create a full picture."

Links (W.7/8.1.c)

- Words and phrases connect similar ideas within a group of information, or link to the topic. Give partial credit for 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.7/8 and L.7/8)

- 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 complexity, verb tenses, opener/closer modifiers, adj's, adverbial / prepositional phrases or clauses. All simple = 0; 2/5 vary = 1 pt; 3/5 or more (some still simple) = 2 pts.
 - (In class: teach mini lessons/reinforce CCSS L standards, then require each after taught - for these 2 pts)

Conventions (L.7/8.1-L7/8.2)

- All sentences are complete – no fragments or run on's. See CCSS (i.e. use commas to separate coordinate clauses, avoid dangling modifiers). 90%+ sentences grammatically correct. 99% words spelled correctly: 1/100.