Informative/Opinion Scoring Guidelines Grade 5

Topic Introduction (W.5.1/2)

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:
  - *Just off the coast of South Africa, a terrible oil spill in 2000 endangered thousands of penguins.*
  {For full high tide essay, context more developed, but still not a 'retell'. If context is overdone, subtract ½ point.}

Focused Topic Statement
- State topic + **respond** (to prompt) central idea(s) about topic:
  - *Penguin rescuers faced challenges in feeding, cleaning and caring for the penguins.* (Lists central ideas)
  - *The penguin rescuers faced enormous physical challenges.* (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.5.1/2)

Important Evidence / Reason: facts, definitions, concrete details, or quotes inform about (not exhaust) each idea.
- <u>1pt = *Set up*</u>: 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)
- <u>1 pt = *Relevance)*</u>: 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 <u>explains</u> how info develops topic / reason supports opinion: helps reader make meaning of facts
- 2 pts = More facts strengthen <u>explanation</u>, synthesizes or conveys new insights beyond stating the obvious
- 1 pt = may use stem i.e. "this shows…", give more facts, predictable explanation, but weak inference

Ending (W.5.1/2)

- 1 pt = wraps up central idea in novel way. Does not repeat topic statement, but synthesizes. (Low tide = 2 pts)
  - *Dedication can result in teams accomplishing more than even they would have imagined.*
- 2 pts = extends to bigger picture. Addresses "so what?"
  - *It is astonishing how hard people will work to care for animals that are not even theirs.*

Links (W.5.1/2.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.5.2.b and L.5.3.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 complexity, conjunctions, openers, closers, 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.5.1-L.5.2)

- All sentences are complete – no fragments or run on's. 90% or more of sentences have correct grammar. 96% words spelled correctly; Up to 2 words misspelled 8er 100, or 1 per 50 words, acceptable.