

## TIDE Scoring Guidelines Grade 7.8

### Topic Introduction (W.7/8.1/2)

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

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*

- 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.*
- More sophisticated theses are unexpected and/or show causal relationship / connections among central idea(s)

### 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.)*

- 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
- 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). 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, verb tenses, opener/closer modifiers, adj's, adverbial / prepositional phrases or clauses. 3/5+ or more (some still simple) exceptionally strong.
  - (In class: teach mini lessons/reinforce CCSS L standards, then require each after taught)

### 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.