

## 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

- Relevant and on par with complexity of texts read (precise verbs, specific adjectives...). States more than bare bone fact. Needs detail and specificity in presentation of information. Copied facts must be relevant.
- 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** facts “develop points” or **how** reasons “support opinion”. Can include a) an explanation of fact, or b) simply additional detail, but strengthens the point (not just adds info). I & D can be 1 or 2+ sentences.
- Following this 1<sup>st</sup> fact sentence: “They can break off tentacles 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.* (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. (.5 for robotic links)

### 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.