

Informative / Opinion Scoring Guidelines Grade 3

Topic Introduction (W.3.1 & W.3.2)

Introduce Context (who/what, did what – may include time/place or definition but not required)

- Can be separate sentence (high tide), or combined with topic statement (low tide). Usually given if topic stated.
- If more than 1-2 sentences, it may be a retell. If so, give partial credit only.

Focused Topic Statement / Opinion

- 1 pt = state topic (**restates prompt**): *Ants have many jobs. Or, Scout ants work the hardest.*
- 2 pts = state topic + (**respond to prompt**) central idea(s) about topic:
 - *Ants can work as soldier ants, scouts or worker ants.* (states topic + lists central ideas about topic)
 - *Ants work hard to make sure their colony survives.* (state topic + central idea about topic)
- If “because” is used, a general overview follows it, not isolated fact/reason. A topic sentence must introduce the topic only, rather than dive into one isolated fact/reason (that would make it no longer a topic sentence).

Important Evidence and Detailed Examination / Reasons and Elaborations (W.3.1 & W.3.2)

Important Evidence / Reason: Information represents, but not necessarily exhausts, each idea.

- Often has three body sections of categories (sentences or paragraphs). If only two body sections, be clear why.
 - Each body section includes 2-3 rich details on par with complexity of text read, or well-explained quote.
 - Each of these sections’ facts may be woven into one rich sentence (low tide paragraph) or multiple, separate, more detailed sentences on each category (high tide essay).
- When more than three groups of ideas, evaluate the first 3 (or any random 3).
- Structure is gateway to content: Information grouped in related categories to be reader-friendly.

Detailed Examination a) **explains how** info develops topic / reason supports opinion, or b) **more facts** make this clearer.

- Following: Soldier ants’ big heads help them block invaders from entering the nest:
 - **2 pts** = *This protects the queen, and everyone.* (more facts highlight this job)
 - **1 pt** = *There are usually hundreds of soldier ants.* (not specific enough to the *central idea* of ‘job’)

Ending (W.3.1 & W.3.2)

- 1 pt = wraps up topic’s central idea, in a novel way, not word for word topic statement repeat (Low tide = 2 pts):
 - *Ants seem to be hard working creatures.*
- Give .5 if ending is formulaic and just repeats topic sentence, mostly word for word.
- 2 pts = wraps up and adds a basic closing thought:
 - *Ants might become extinct if they were not so good at working together well.*

Links (W.3.2.C)

- At least two words or phrases connect similar ideas within a group of information, or link to topic. (.5 if robotic)
- Or, repeat central idea at start of each group of information in phrases (low tide) or topic sentences (high tide).

Language (L.3.1i)

- 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 complex sentences, openers, closers, rich adjectives, adverbial or 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.3.1-L.3.2)

- All sentences have capital and periods. 70% have correct grammar. 96% correct spelling (2 errors per 50 words)