

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# Summary Writing Scoring Guide

Prompt/Topic: \_\_\_\_\_

	Below Basic (D)	Basic (C)	Proficient (B)	Advanced (A)	Score
<b>Organization</b>	Little or no attempt at a plan	Attempts a plan; plan sketchy	Clear plan	Thorough plan with useful details	
	_____ No summary topic sentence; unclear topic sentence	_____ Attempts a summary topic sentence	_____ A clear topic sentence with title and summary verb	_____ A strong topic sentence; well written with a definite purpose	
	_____ No facts or random facts	_____ Some facts; not well organized	_____ Several facts; organized, make sense	_____ Several facts; well organized to make a point	
	_____ No sequencing; sentences do not make sense	_____ Some sequencing; sentences need to be developed	_____ Good sequencing; sentences connect to one another	_____ Strong, logical sequencing	
<b>Content</b>	_____ Not enough information; unclear information	_____ Repeated information or it wanders from the topic	_____ All information relates to the prompt/topic	_____ Quality and quantity of information educates the reader	
	_____ Inaccurate, confusing, or omitted examples	_____ Incomplete examples; need further clarification	_____ Examples/explanations help reader clearly understand the topic	_____ Highly accurate; interesting explanations, examples, and evidence	
	_____ No clear connection to prompt/topic	_____ Accurate response, but topic is not developed enough	_____ Clearly addresses the prompt/topic	_____ Fully develops a prompt or topic	
<b>Style</b>	_____ Many fragments and/or run-on sentences; several short, choppy sentences	_____ Mostly simple sentences or sentences that begin the same way	_____ Different sentence structures; variety	_____ A variety of simple, compound, and complex sentences	
	_____ Repeated words or phrases; many words use incorrectly	_____ Basic words and descriptions	_____ Familiar/ordinary words; descriptive words use effectively	_____ Rich words and content vocabulary engage reader	
	_____ No clear purpose	_____ Fits the purpose but needs development	_____ Style, tone, and voice fit purpose	_____ Style, tone, and voice accurately fit purpose; specific words and sentence structures enhance the purpose	
<b>GMP</b>	_____ Many errors in CUPS; no sense of paragraphing	_____ Some errors CUPS; some sense of paragraphing	_____ Few errors in CUPS; accurate paragraphing	_____ Minimal errors in CUPS	
	_____ Shows lack of language skill	_____ Some problems with language	_____ Correct use of language	_____ Skilled use of language	
	_____ Not readable	_____ Not neat; still readable	_____ Neat, readable	_____ Exceptionally neat	
<b>Total Score</b>					

GMP – Grammar, Mechanics and Presentation  
 CUPS – Capitalization, Usage, Punctuation, and Spelling