

**Summary Rubric:**

| CATEGORY         | LEVEL 4   | LEVEL 3  | LEVEL 2   | LEVEL 1  |
|------------------|---|--|---|--|
| Introduction     | The introduction begins with a definite “hook” which encourages the reader to continue. The main topic is clearly stated in good detail                                 | The introduction begins with an attempt to “hook” the reader. The main topic is identifiable to the reader.                                  | The introduction somewhat states the main topic but is not particularly appealing to the reader.  | There is no clear introduction to the main topic. The writing is not appealing to the reader.  |
| Details/ Content | All information given in the details section is relevant to the summary. Student makes real life connections to the content and goes beyond the obvious or predictable. | Most of the information and supporting details are relevant to the summary. Some of the information may be lacking in detail and/or support. | Student has selected some of the important details. May have included ideas that were not relevant. Does not always support the key issues. | Supporting details and informations are unclear. Much of the content is not relevant to the topic. Student has missed several of the key issues. |
| Organization     | Details are placed in a logical order and the way that they are presented effectively keeps the interest of the reader.   | Details are placed in a logical order, but the way in which they are presented/ introduced sometimes makes the writing less interesting.     | Some details are not presented in logical order which is distracting and/ or confusing to the reader.                                       | Many details are not in a logical or expected order. There is little sense that the writing is organized.  |
| Conclusion       | The conclusion is strong and leaves the reader with a feeling that the student understands what the writer was “getting at”   | The conclusion was recognizable and ties up almost all of the loose ends. Ties back to the introduction                                      | An attempt is made to conclude the summary. The reader is left with loose ends and/or questions.  | There is no clear conclusion, the paper just ends.   |

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| Conventions/<br>Process | Student has devoted much time and effort to the writing process. There are no errors in grammar or spelling to distract the reader from the content. | Student has devoted sufficient time and effort to the writing process. There are few grammar errors or spelling to distract the reader from the content. | Student has devoted some time and effort to the writing process but was not very thorough. There are several errors in grammar or spelling to distract the reader from the content. | Student has devoted little time and effort to the writing process. There are many errors in grammar and spelling that prevent the reader from understanding the content. |
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