

## Summary Rubric

Element	Exceeds 5	Meets 4	Approaches 3	Fails 1
<b>Content</b>	Demonstrates mastery in identifying the main ideas and supporting ideas of a complex text	Demonstrates competency in identifying the main ideas and supporting ideas of a complex text	Demonstrates some ability to identify main ideas and supporting ideas of a complex text	Demonstrates little to no ability to identify main ideas and supporting ideas of a complex text
<b>Organization</b>	Demonstrates mastery in organizing content of summary for a reader	Demonstrates competency in organizing content of summary for a reader	Demonstrates some ability to organize content of summary for a reader	Demonstrates little to no ability to organize content of summary for a reader
<b>Grammar and Style</b>	Masterfully employs college-level grammar and style	Competently employs college-level grammar and style	Demonstrates some ability to employ college-level grammar and/or style	Demonstrates little to no ability to employ college-level grammar and style
<b>Documentation</b>	Masterfully employs standard documentation style	Competently employs standard documentation style	Demonstrates some ability to employ standard documentation style	Demonstrates little to no ability to employ standard documentation style

## Summary Checklist

### Content

1. Exceeds Level
  - a. Identifies author's main claim
  - b. Identifies any significant shifts in the author's essay
  - c. Identifies all supporting claims
  - d. Distinguishes between details and main ideas by omitting details from summary
  - e. Avoids repetition
  - f. Demonstrates understanding of how supporting claims relate to author's purpose
  - g. Demonstrates understanding of author's intended audience
  - h. Summary is clear and useful for a reader unfamiliar with the original text
  - i. Maintains objectivity throughout
  - j. Uses own language throughout except in cases where original language must be preserved for clarity

2. Approaches Exceeds Level
  - a. Identifies author's name and title of essay
  - b. Identifies author's main claim
  - c. Identifies most of the author's supporting claims (may slightly misinterpret one or two of the author's more nuanced supporting claims)
  - d. Summary is mostly clear and useful for a reader unfamiliar with the original text (there may be one or two places where the author's ideas could be made more clear)
  - e. Objectivity is maintained throughout
  - f. Student may sparingly, but unnecessarily, quote from original (1-2 times)
3. Meets Level
  - a. Identifies author's name and title of essay
  - b. Identifies author's main claim
  - c. Identifies most of the author's supporting claims
  - d. Summary is mostly clear and useful for a reader unfamiliar with the original text
  - e. Objectivity is maintained throughout
  - f. Summary may overlook some of the text's nuances
  - g. Some details may be confused with supporting claims or details may not be fully omitted
  - h. Student may sparingly, but unnecessarily, quote from original, but majority of summary is still in student's own words
4. Approaches Level
  - a. Identifies author's name and title of essay
  - b. Attempts to identify the author's main claim, but may misinterpret it
  - c. Attempts to identify supporting claims, but omits a number of them
  - d. Attempts to identify supporting claims, but misreads them
  - e. Confuses supporting claims with details
  - f. Uses 2-3 quotations from the text unnecessarily
  - g. Includes opinion, either explicitly or implicitly
5. Fails Level
  - a. No attempt is made to identify the author's name and/or title of the essay
  - b. No clear sense of purpose is evident; summary may read like free-writing or a journal entry
  - c. Main idea may not be identified
  - d. Supporting ideas may not be identified
  - e. Often quotes unnecessarily from the text (more than three instances)
  - f. No objectivity is evident; summary is composed of personal responses to the subject at hand

## **Organization**

1. Exceeds Level

- a. Summary of the main idea and supporting claims follows a strategic and logical sequence (for example, in order of the author’s argument or in order of simple ideas to more complex ideas)
  - b. Essay consistently uses sophisticated transitional words and phrases to help reader follow the chain of ideas
  - c. Verbal cues are used throughout to connect ideas to each other and to the main claim
  - d. Repetition is entirely avoided
2. Approaches Exceeds Level
- a. Summary of the main idea and supporting claims follows a logical sequence (see above) although organization could be more strategic to avoid a few instances of repetition (1-2 times)
  - b. Essay consistently uses transitional words and phrases to help reader follow the chain of ideas, although these may need to be used more frequently, be more varied, and/or be more sophisticated (for example, the summary may over-rely on very basic transitions like “first,” “second,” “third,”).
3. Meets Level
- a. Summary of the main idea and supporting claims mostly follows a sequence (see above), although there may be more than a few instances of repetition (ideas are repeated more than two times)
  - b. Essay uses some transitional words and phrases to help reader follow the chain of ideas, although use may be irregular or very basic
4. Approaches Level
- a. Order of the sequence of ideas may not be entirely clear to reader; for example, the summary may “jump around” a lot without any clear strategy in presenting the ideas
  - b. Transitions are used sparingly
  - c. Repetition may occur frequently
5. Fails Level
- a. No apparent order of ideas is clear to reader; summary may read more like freewriting or brainstorming
  - b. No transitions are used
  - c. Summary may be very repetitive/redundant

## **Style**

### Exceeds Level

- a. Word choice is sophisticated
- b. Word choice is precise
- c. Word choice is varied
- d. Word choice is always appropriate to a formal, college-level audience
- e. Summary uses a variety of types of sentences (for example, alternating between short and long sentences, or sometimes starting with a subject, sometimes with a prepositional phrase, etc)

### Approaches Exceeds Level

- a. Word choice is college-level and appropriate for a formal audience (for example, it avoids slang)
- b. Word choice is clear, although student may need to choose more appropriate wording to capture author's precise connotation
- c. Word choice demonstrates some variety, although some words may be repeated
- d. Sentences (syntax) demonstrate some variety, although student may rely on the same 2-3 kinds of sentences

### Meets Level

- a. Word choice is mostly college-level and mostly appropriate for the audience (there may be one or two uses of slang)
- b. Word choice is sometimes imprecise or unclear (1-3 times)
- c. Word choice demonstrates an attempt to use variety, but may be very repetitive

### Approaches Level

- d. Word choice may frequently be inappropriate (for example, more than two uses of slang)
- e. Word choice may sometimes be imprecise (for example, an over-reliance on vague referents like "this" or "that" or "it") which may confuse reader
- f. Student may try to use sophisticated words or syntax, but uses them incorrectly
- g. Little variety is present in word choice
- h. Little variety is present in sentence types

### Fails Level

- a. Word choice may mostly be inappropriate or offensive (slang dominates the summary)
- b. Word choices may often be imprecise, making it impossible for reader to understand meaning
- c. No variety is present in word choice
- d. No variety is present in sentence types

### Grammar

#### Exceeds Level

- a. All sentences are free of simple grammatical errors
- b. All sentences are free of proofreading errors
- c. Student has mastered more complex uses of correct grammar

- d. Point of view is always consistent

#### Approaches Exceeds Level

- a. The majority of sentences (80%) are free of simple grammatical errors
- b. The majority of sentences (80%) are free of simple proofreading errors
- c. Point of view is mostly consistent, although one or two shifts may occur which don't interfere with meaning

#### Meets Level

- a. At least 70% of sentences are free of simple grammatical errors, although one or two *types* of errors may recur (for example, the student frequently struggles with parallelism); these errors, however, don't interfere with meaning
- b. At least 70% of sentences are free of proofreading errors; these errors do not interfere with meaning
- c. Point of view is consistent more than half of the time and errors don't interfere with meaning

#### Approaches Level

- d. The majority of sentences (60%) demonstrate a number of basic grammatical errors, and may sometimes interfere with meaning
- e. The majority of sentences (60%) demonstrate a number of basic proofreading errors, and may sometimes interfere with meaning
- f. Point of view may shift frequently (60% of the essay is inconsistent) (for example, student moves between using first person, second person, or third person),

#### Fails Level

- a. Half or less of the essay's sentences are grammatically correct and these grammatical errors interfere with meaning
- b. Proofreading errors dominate the sentences and make the summary difficult to understand
- c. No clear or dominant point of view is in use

#### Documentation

##### 1. Exceeds Level

90-100% of the essay meets these requirements:

- a. Summary immediately identifies author's name, credentials, title of essay, and relevant publication information.
- b. Student flawlessly uses MLA documentation style to identify the essay title within the summary (puts quotation marks around it, etc).

- c. Summary identifies author throughout the summary (first by his/her full name, and thereafter by his/her last name only), making clear that the student is summarizing rather than providing his/her own opinion
  - d. Student flawlessly executes in-text citations when necessary (for example, using signal phrases to introduce quotations, putting quotations around direct words of the author, properly placing punctuation, and citing page numbers when appropriate).
  - e. Student flawlessly executes works cited page.
- 2. Approaches Exceeds Level
  - a. At least 80% of the student's use of MLA documentation is error-free (see above)
- 3. Meets Level
  - a. At least 70% of the student's use of MLA documentation is error-free (see above)
- 4. Approaches Level
  - a. At least 60% of the student's use of MLA documentation is error-free (see above)
- 5. Fails Level
  - a. 50% or more of the summary demonstrates errors in MLA documentation