

School Summary Writing Rubric

Student Name: _____ Grade: _____

ES Name: _____ School Yr: _____

	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Score
Topic	Addresses <i>only one</i> part of the writing task.	Addresses <i>some</i> of the writing task.	Addresses <i>most</i> of the writing task.	Clearly addresses <i>all</i> of the writing task.	
Organization	<i>Lacks</i> a clear organizational structure; may contain inappropriate paragraphing; <i>no</i> sentence variety	Maintains an <i>inconsistent</i> organizational structure; may lack appropriate paragraphing; <i>little</i> sentence variety.	Maintains a <i>mostly consistent</i> organizational structure, including paragraphing when appropriate; <i>some</i> sentence variety.	Maintains a <i>consistent</i> organizational structure, including paragraphing when appropriate; <i>much</i> sentence variety.	
Summary Writing	Summarizes text with <i>few</i> , if any, main idea(s) and/or details; <i>little or no use</i> of the student's own words.	Summarizes text with <i>some</i> of the main idea(s) and details; <i>minimal use</i> of the student's own words.	Summarizes text with the main idea(s) and important details, <i>generally</i> in the student's own words.	Summarizes text with clear identification of the main idea(s) and the most significant details, in student's own words.	
Grammar, Punctuation, Capitalization, & Spelling	Reader is confused by <i>serious</i> errors in grammar, punctuation, capitalization, spelling.	Reader is confused by <i>several</i> errors in grammar, punctuation, capitalization, spelling..	Reader is not confused by <i>some</i> errors in grammar, punctuation, capitalization, spelling.	Reader is not confused by <i>few, if any</i> errors in grammar, punctuation, capitalization, spelling.	
	Add, then divide total score by 4 for OVERALL SCORE			OVERALL SCORE	

This student is: (Check if appropriate)

EL Student _____ Has an IEP _____ Is 11th or 12th grade and has not passed the CAHSEE ELA _____