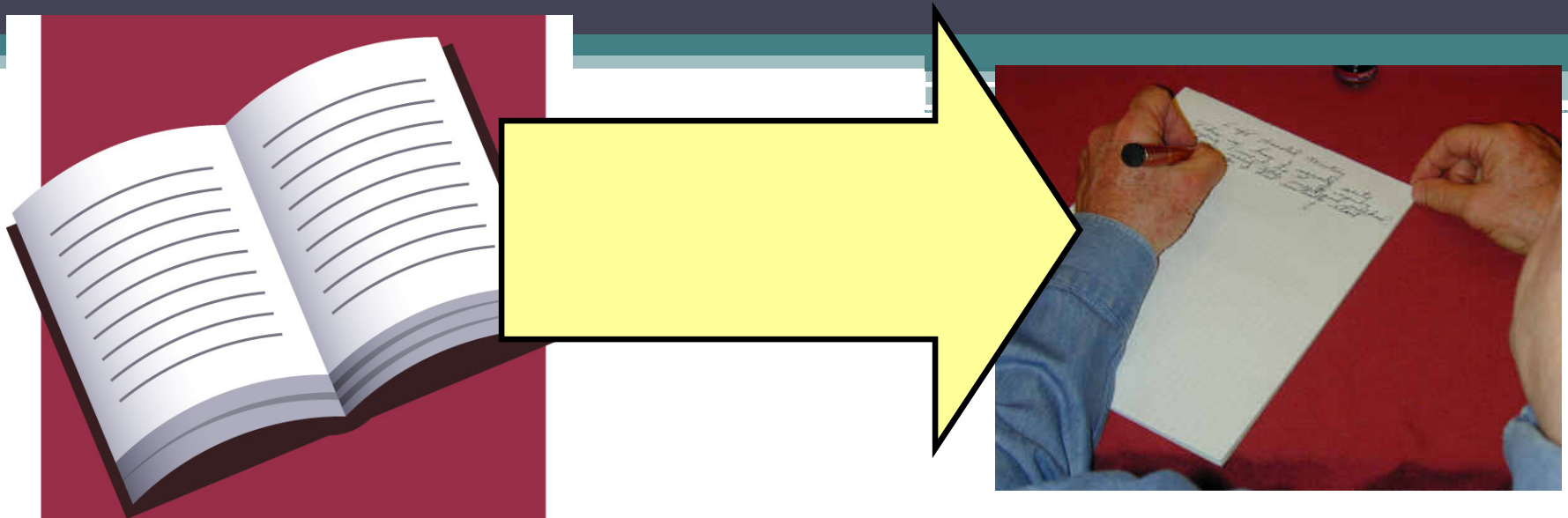


Assessing Summaries of Texts

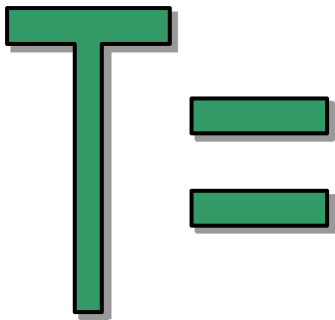


Theresa Hessling, Harbor Beach Community Schools

SUTW Summary Scoring Guide

Focus is the same as the Expository Scoring Guide

- Organization
- Content
- Style
- GMP (Grammar, Mechanics, Presentation)



BIG DIFFERENCE:

NO REDS and **NO CONCLUSION**



What does the Scoring Guide look like?

Focus area

	Below Basic (D)	Basic (C)	Proficient (B)	Advanced (A)	Score
Organization	Little or no attempt at a plan _____ no summary topic sentence; unclear topic sentence _____ No facts or random facts _____ No sequencing sentences do not make sense	Attempts a plan; plan sketchy _____ attempts a summary topic sentence _____ Some facts; not well organized _____ Some sequencing; sentences need to be developed	Clear Plan _____ A clear topic sentence with title and summary verb _____ Several facts; organized, make sense _____ Good sequencing sentences connect to one another	Thorough Plan with useful details _____ A Strong topic sentence; well written with a definite purpose _____ Several facts well organized to make a point _____ Strong, logical sequencing	
Content	_____ Information is confusing or too much unnecessary detail _____ Sentence have no clear connection to the topic sentence _____ Content shows little or no comprehension of the text	_____ Information sometimes repeated or unclear _____ some facts support the topic sentence _____ content shows some comprehension of the text	_____ All information is clear and relates to the topic sentence _____ facts sequenced and explained well; clearly support the topic sentence _____ content shows comprehension of text	_____ Quality & quantity of information show obvious attempt to support the topic sentence _____ Facts are sequenced and presented quite well, with confidence and skill _____ Content shows in-depth understanding of the text	
Style	_____ Many fragments &/or run-on sentences; several short, choppy sentences _____ repeated words or phrases; many words use incorrectly _____ no clear purpose	_____ Mostly simple sentences or sentences that begin the same way _____ basic words and descriptions _____ fits the purpose but needs development	_____ Different sentences structures; variety in the _____ familiar/ordinary words; descriptive words use effectively _____ style, tone, purpose	_____ A variety of simple, compound, and complex sentences	
CRMP	_____ Many errors in CLUPS; no sense of paragraphing _____ shows lack of language skill _____ not readable	_____ Some errors CLUPS; some sense of paragraphing _____ some problems with language _____ not neat; still readable	_____ Few errors in CLUPS; accurate paragraphing _____ correct use of language _____ neat, readable	_____ skilled use of language _____ exceptionally neat	
Total Score					

Notice No Reds!

Let's Practice

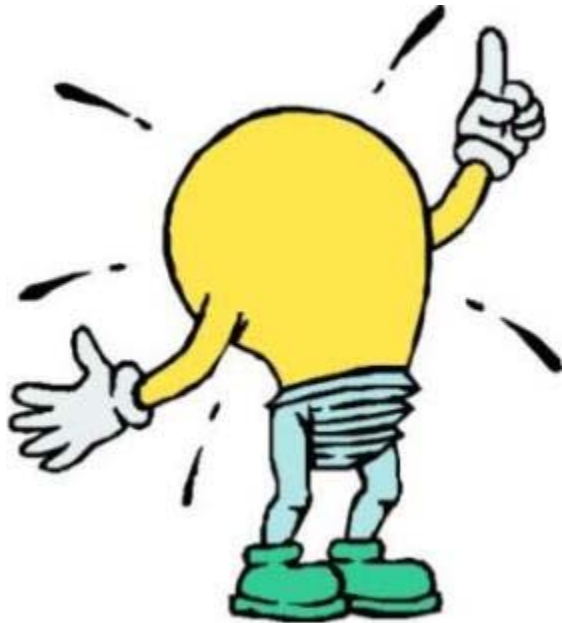
- Look at the student sample provided.
- Look at the rubric that you have been given.
- Score the student using the scoring guide.

Expository Paragraph Scoring Guide

Prompt/Topic		Below Basic (D)	Basic (C)	Proficient (B)	Advanced (A)	Score
Organization	Little or no attempt at a plan	Attempt a plan; plan sketchy	Clear Plan	Thorough Plan with useful details		
	<ul style="list-style-type: none"> Topic Sentence is absent or unclear Fact are unclear No or incorrect transitions No examples/explanations to support the topic No or inappropriate conclusion 	<ul style="list-style-type: none"> Attempt a topic sentence Fact are clear Transitions are not used effectively Few/Weak examples/explanations to support the topic Weak conclusion 	<ul style="list-style-type: none"> Topic Sentence clearly fits topic Accurate facts Transitions fit the purpose Some good examples & clear explanations to support the topic Solid conclusion restates topic sentence 	<ul style="list-style-type: none"> Strong topic sentence clearly fits the topic Fact are shared with confidence and emphasis Transitions smoothly connect all ideas Many examples; significant evidence to support the topic Strong conclusion addresses the topic in a new way 		
Content	<ul style="list-style-type: none"> Not enough information; unclear information Inaccurate, confusing, or omitted examples No clear connection to prompt/topic 	<ul style="list-style-type: none"> Repeated information or it wanders from the topic Incomplete examples; need further clarification Accurate response, but topic is not developed enough 	<ul style="list-style-type: none"> All information relates to the prompt/topic Examples/explanations help reader clearly understand the topic Clearly addresses the prompt/topic 	<ul style="list-style-type: none"> Quality and quantity of information educates the reader highly accurate and, explanations, interesting examples and evidence Fully develops a prompt or topic 		
	Style	<ul style="list-style-type: none"> Many fragments &/or run-on sentences; several short, choppy sentences repeated words or phrases; many words use incorrectly no clear purpose 	<ul style="list-style-type: none"> Mostly simple sentences or sentences that begin the same way basic words and descriptions fit the purpose but needs development 	<ul style="list-style-type: none"> Different sentences structures; variety in the familiar/ordinary words; descriptive words use effectively style, tone, and voice fit purpose 	<ul style="list-style-type: none"> A variety of simple, compound, and complex sentences rich words & content vocab engage reader style, tone, and voice accurately fit purpose; specific words and sentence structures enhance the purpose 	
GMP		<ul style="list-style-type: none"> Many errors in CUES; no sense of paragraphing shows lack of language skill not readable 	<ul style="list-style-type: none"> Some errors CUES; some sense of paragraphing some problems with language not neat; still readable 	<ul style="list-style-type: none"> Few errors in CUES; accurate paragraphing correct use of language neat, readable 	<ul style="list-style-type: none"> Minimal errors in CUES skilled use of language exceptionally neat 	
	Total Score					

Break Down the Prompt

Read the 2½-page description of the Pharaohs of Egypt. Write a good summary of this section of the textbook.



topic?

purpose?

Student Sample #1

The section of the book called “The Pharaohs” describes the lives of these important leaders in ancient Egypt. Pharaohs were kings who were treated like gods. Some Egyptians kissed the ground that the pharaoh walked on. As rulers the pharaohs received gifts. Sometimes these gifts, often gold, came from other rulers who feared the pharaoh. Scribes wrote down everything that the pharaohs did. The writings were put into the pharaohs’ tombs. Celebrations were held in royal court, the home of the pharaoh. Celebrations included songs, stories, and games. To honor the gods, pharaohs built temples and put priests in charge of them. Many were built on the Nile River. Most temples had columns with carvings and painted decorations. Even today, tourists can visit the remains of the tombs and temples in Egypt.

Assessing Sample #1

	Below Basic (D)	Basic (C)	Proficient (B)	Advanced (A)	Score
Organization	<p>Little or no attempt at a plan</p> <p>_____ no summary topic sentence; unclear topic sentence</p> <p>_____ No facts or random facts</p> <p>_____ No sequencing sentences do not make sense</p>	<p>Attempts a plan; plan sketchy</p> <p>_____ attempts a summary topic sentence</p> <p>_____ Some facts; not well organized</p> <p>_____ Some sequencing; sentences need to be developed</p>	<p>Clear Plan</p> <p>_____ A clear topic sentence with title and summary verb</p> <p>_____ Several facts; organized, make sense</p> <p>✓ Good sequencing sentences connect to one another</p>	<p>Thorough Plan with useful details</p> <p>✓ A Strong topic sentence; well written with a definite purpose</p> <p>✓ Several facts well organized to make a point</p> <p>_____ Strong, logical sequencing</p>	A
Content	<p>_____ Information is confusing or too much unnecessary detail</p> <p>_____ Sentence have no clear connection to the topic sentence</p> <p>_____ Content shows little or no comprehension of the text</p>	<p>_____ Information sometimes repeated or unclear</p> <p>_____ some facts support the topic sentence</p> <p>_____ content shows some comprehension of the text</p>	<p>_____ All information is clear and relates to the topic sentence</p> <p>✓ facts sequenced and explained well; clearly support the topic sentence</p> <p>_____ content shows comprehension of text</p>	<p>✓ Quality & quantity of information show obvious attempt to support the topic sentence</p> <p>_____ Facts are sequenced and presented quite well, with confidence and skill</p> <p>✓ Content shows in-depth understanding of the text</p>	A
Style	<p>_____ Many fragments &/or run-on sentences; several short, choppy sentences</p> <p>_____ repeated words or phrases; many words use incorrectly</p> <p>_____ no clear purpose</p>	<p>_____ Mostly simple sentences or sentences that begin the same way</p> <p>_____ basic words and descriptions</p> <p>_____ fits the purpose but needs development</p>	<p>_____ Different sentences structures; variety in the</p> <p>✓ familiar/ordinary words; descriptive words use effectively</p> <p>_____ style, tone, and voice fit purpose</p>	<p>✓ A variety of simple, compound, and complex sentences</p> <p>_____ rich words & content vocab engage reader</p> <p>✓ style, tone, and voice accurately fit purpose; specific words and sentence structures enhance the purpose</p>	A
CMP	<p>_____ Many errors in CUPS; no sense of paragraphing</p> <p>_____ shows lack of language skill</p> <p>_____ not readable</p>	<p>_____ Some errors CUPS; some sense of paragraphing</p> <p>_____ some problems with language</p> <p>_____ not neat; still readable</p>	<p>_____ Few errors in CUPS; accurate paragraphing</p> <p>_____ correct use of language</p> <p>_____ neat, readable</p>	<p>✓ Minimal errors in CUPS</p> <p>✓ skilled use of language</p> <p>✓ exceptionally neat</p>	A
Total Score					A

Student Sample #2

The Egyptians had a Pharaoh for a king. This Pharaoh was believed to be a God Some believed that he could even control weather. Pharaohs had scribes who write things down. At parties their were singers, dancers, and musicians. One of the few Queens was Hatshupant and she ruled for about 20 years. The pharaohs had many temples were at Karnak. They were began almost 3,500 years ago and pillars rise to about 70 ft. Priests had to be clean and could not eat pigs.

Assessing Sample #2

	Below Basic (D)	Basic (C)	Proficient (B)	Advanced (A)	Score
Organization	<ul style="list-style-type: none"> Little or no attempt at a plan _____ no summary topic sentence; unclear topic sentence _____ No facts or random facts ✓ No sequencing sentences do not make sense 	<ul style="list-style-type: none"> Attempts a plan; plan sketchy ✓ attempts a summary topic sentence ✓ Some facts; not well organized _____ Some sequencing; sentences need to be developed 	<ul style="list-style-type: none"> Clear Plan _____ A clear topic sentence with title and summary verb _____ Several facts; organized, make sense _____ Good sequencing sentences connect to one another 	<ul style="list-style-type: none"> Thorough Plan with useful details _____ A Strong topic sentence; well written with a definite purpose _____ Several facts well organized to make a point _____ Strong, logical sequencing 	C+
	Content	<ul style="list-style-type: none"> ✓ Information is confusing or too much unnecessary detail _____ Sentence have no clear connection to the topic sentence ✓ Content shows little or no comprehension of the text 	<ul style="list-style-type: none"> _____ Information sometimes repeated or unclear ✓ some facts support the topic sentence _____ content shows some comprehension of the text 	<ul style="list-style-type: none"> _____ All information is clear and relates to the topic sentence _____ facts sequenced and explained well; clearly support the topic sentence _____ content shows comprehension of text 	<ul style="list-style-type: none"> _____ Quality & quantity of information show obvious attempt to support the topic sentence _____ Facts are sequenced and presented quite well, with confidence and skill _____ Content shows in-depth understanding of the text
Style		<ul style="list-style-type: none"> _____ Many fragments &/or run-on sentences; several short, choppy sentences ✓ repeated words or phrases; many words use incorrectly ✓ no clear purpose 	<ul style="list-style-type: none"> ✓ Mostly simple sentences or sentences that begin the same way _____ basic words and descriptions _____ fits the purpose but needs development 	<ul style="list-style-type: none"> _____ Different sentences structures; variety in the _____ familiar/ordinary words; descriptive words use effectively _____ style, tone, and voice fit purpose 	<ul style="list-style-type: none"> _____ A variety of simple, compound, and complex sentences _____ rich words & content vocab engage reader _____ style, tone, and voice accurately fit purpose; specific words and sentence structures enhance the purpose
	CMP	<ul style="list-style-type: none"> _____ Many errors in CUPS; no sense of paragraphing _____ shows lack of language skill _____ not readable 	<ul style="list-style-type: none"> ✓ Some errors CUPS; some sense of paragraphing ✓ some problems with language _____ not neat; still readable 	<ul style="list-style-type: none"> _____ Few errors in CUPS; accurate paragraphing _____ correct use of language _____ neat, readable 	<ul style="list-style-type: none"> _____ Minimal errors in CUPS _____ skilled use of language ✓ exceptionally neat
Total Score					D

Student Sample #3

This section explained the Egyptian life. The way it was and the way it is. It explained how other powerful leaders from other countries were afraid of Egyptian Pharaohs. They often sent gifts of many things. It also told how the pharaohs had scribes that wrote down everything they said or did. Which were later put on their tombs or graves. There were explanations about the celebrations that went on at royal court. Of the music and the games. The temples in the article were made for worship of the gods. These temples were watched over by priests. Most temples were built along the Nile facing the sunrise for they thought the sunrise was the beginning of life. Tourists often visit the temple of Karnak with the largest columns and most beautiful carvings and paintings. With over 100 statues.

Assessing Sample #3

	Below Basic (D)	Basic (C)	Proficient (B)	Advanced (A)	Score
Organization	Little or no attempt at a plan	Attempts a plan; plan sketchy	Clear Plan	Thorough Plan with useful details	
	<ul style="list-style-type: none"> _____ no summary topic sentence; unclear topic sentence _____ No facts or random facts ✓ _____ No sequencing sentences do not make sense 	<ul style="list-style-type: none"> ✓ _____ attempts a summary topic sentence ✓ _____ Some facts; not well organized _____ Some sequencing; sentences need to be developed 	<ul style="list-style-type: none"> _____ A clear topic sentence with title and summary verb _____ Several facts; organized, make sense _____ Good sequencing sentences connect to one another 	<ul style="list-style-type: none"> _____ A Strong topic sentence; well written with a definite purpose _____ Several facts well organized to make a point _____ Strong, logical sequencing 	C
Content	Information is confusing or too much unnecessary detail	Information sometimes repeated or unclear	All information is clear and relates to the topic sentence	Quality & quantity of information show obvious attempt to support the topic sentence	C
	Sentence have no clear connection to the topic sentence	some facts support the topic sentence	facts sequenced and explained well; clearly support the topic sentence	Facts are sequenced and presented quite well, with confidence and skill	
	Content shows little or no comprehension of the text	content shows some comprehension of the text	content shows comprehension of text	Content shows in-depth understanding of the text	
Style	Many fragments &/or run-on sentences; several short, choppy sentences	Mostly simple sentences or sentences that begin the same way	Different sentences structures; variety in the	A variety of simple, compound, and complex sentences	C
	repeated words or phrases; many words use incorrectly	basic words and descriptions	familiar/ordinary words; descriptive words use effectively	rich words & content vocab 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	
CMP	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	C
	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	
Total Score					C

Student Sample #4

The article “The Pharaohs” describes the luxuries and responsibilities of the pharaohs. The Pharaoh was considered the most powerful person in Egypt. In fact he was considered a god. Pharaohs were very wealthy. They would receive gifts of gold because some countries feared their power. The pharaohs also had scribes write about everything. What he did, what he said, and the speeches he made. The Pharaohs were also known for building elaborate temples that honored their gods. They would then appoint a priest to manage those temples. The pharaohs built the temples on the east side of the Nile because they believed that was the start of life. Although the pharaohs are dead their memory lives on in the work of their elaborate tombs.

Assessing Sample #4

	Below Basic (D)	Basic (C)	Proficient (B)	Advanced (A)	Score
Organization	Little or no attempt at a plan	Attempts a plan; plan sketchy	Clear Plan	Thorough Plan with useful details	
	<ul style="list-style-type: none"> ___ no summary topic sentence; unclear topic sentence ___ No facts or random facts ___ No sequencing sentences do not make sense 	<ul style="list-style-type: none"> ___ attempts a summary topic sentence ___ Some facts; not well organized ✓ Some sequencing; sentences need to be developed 	<ul style="list-style-type: none"> ✓ A clear topic sentence with title and summary verb ✓ Several facts; organized, make sense ___ Good sequencing sentences connect to one another 	<ul style="list-style-type: none"> ___ A Strong topic sentence; well written with a definite purpose ___ Several facts well organized to make a point ___ Strong, logical sequencing 	B
	Content	<ul style="list-style-type: none"> ___ Information is confusing or too much unnecessary detail ___ Sentence have no clear connection to the topic sentence ___ Content shows little or no comprehension of the text 	<ul style="list-style-type: none"> ___ Information sometimes repeated or unclear ___ some facts support the topic sentence ___ content shows some comprehension of the text 	<ul style="list-style-type: none"> ✓ All information is clear and relates to the topic sentence ✓ facts sequenced and explained well; clearly support the topic sentence ✓ content shows comprehension of text 	<ul style="list-style-type: none"> ___ Quality & quantity of information show obvious attempt to support the topic sentence ___ Facts are sequenced and presented quite well, with confidence and skill ___ Content shows in-depth understanding of the text
Style	<ul style="list-style-type: none"> ___ Many fragments &/or run-on sentences; several short, choppy sentences ___ repeated words or phrases; many words use incorrectly ___ no clear purpose 	<ul style="list-style-type: none"> ___ Mostly simple sentences or sentences that begin the same way ___ basic words and descriptions ___ fits the purpose but needs development 	<ul style="list-style-type: none"> ✓ Different sentences structures; variety in the ✓ familiar/ordinary words; descriptive words use effectively ✓ style, tone, and voice fit purpose 	<ul style="list-style-type: none"> ___ A variety of simple, compound, and complex sentences ___ rich words & content vocab engage reader ___ style, tone, and voice accurately fit purpose; specific words and sentence structures enhance the purpose 	B
CMP	<ul style="list-style-type: none"> ___ Many errors in CUPS; no sense of paragraphing ___ shows lack of language skill ___ not readable 	<ul style="list-style-type: none"> ✓ Some errors CUPS; some sense of paragraphing ___ some problems with language ___ not neat; still readable 	<ul style="list-style-type: none"> ___ Few errors in CUPS; accurate paragraphing ✓ correct use of language ___ neat, readable 	<ul style="list-style-type: none"> ___ Minimal errors in CUPS ___ skilled use of language ✓ exceptionally neat 	B
Total Score					B

Adaptations for Non-ELA Classrooms

- Eliminate focus areas of style and GMP
- **Just assess organization and content**

	Below Basic (D)	Basic (C)	Proficient (B)	Advanced (A)	Score
Organization	Little or no attempt at a plan	Attempts a plan; plan sketchy	Clear Plan	Thorough Plan with useful details	
	<ul style="list-style-type: none"> no summary topic sentence; unclear topic sentence No facts or random facts No sequencing; sentences do not make sense 	<ul style="list-style-type: none"> attempts a summary topic sentence Some facts; not well organized Some sequencing; sentences need to be developed 	<ul style="list-style-type: none"> A clear topic sentence with title and summary verb Several facts; organized, make sense Good sequencing; sentences connect to one another 	<ul style="list-style-type: none"> A Strong topic sentence; well written with a definite purpose Several facts well organized to make a point Strong, logical sequencing 	
	<ul style="list-style-type: none"> Information is confusing or too much unnecessary detail Sentences have no clear connection to the topic sentence Content shows little or no comprehension of the text 	<ul style="list-style-type: none"> Information sometimes repeated or unclear some facts support the topic sentence content shows some comprehension of the text 	<ul style="list-style-type: none"> All information is clear and relates to the topic sentence facts sequenced and explained well; clearly support the topic sentence content shows comprehension of text 	<ul style="list-style-type: none"> Quality & quantity of information show obvious attempt to support the topic sentence Facts are sequenced and presented quite well, with confidence and skill Content shows in-depth understanding of the text 	
Content	Main fragments & no main	Mostly simple sentences or	Different sentences	A variety of simple, compound	

Again, why is this important?

- **Pushes** all students to reach higher achievement.
- Lets students know **exactly** why they received the grade they did.
- **Increases** teachers' expectations of students.

a Win/Win situation!