

WRITING SCORING GUIDE

Student \_\_\_\_\_

WRITING STANDARD 2.4 – MULTIPLE PARAGRAPH SUMMARY—Grade 4

Cajon Valley Union School District  
Standards-Based Writing Scoring Guide

	BELOW STANDARD (1) (Below Basic)	APPROACHING STANDARD (2) (Basic)	MEETS STANDARD (3) (Proficient)	EXCEEDS STANDARD (4) (Advanced)	SCORE
CONTENT	<p><b>In my summary I need to:</b>                      ___ Include the title, author, and genre                      ___ Use information from the text                      ___ Use my own words (I copied word for word from the text)                      ___ Write without using "I" to explain ideas</p>	<p><b>My summary:</b>                      ___ Is missing one of the following: title, author, or genre                      ___ Is missing important ideas and details, uses unimportant details, or adds information not found in the text                      ___ Uses too many of the author's words                      ___ Often used "I" (I think, feel, will tell you...) to explain ideas</p>	<p><b>My summary meets standard because I remembered to:</b>                      ___ Include the title, author, and genre                      ___ *Use only relevant and important main ideas and details to develop a complete and accurate summary                      ___ Use my own words except for quoted text                      ___ Use an objective point of view</p>	<p><b>My summary meets all descriptors in the "meets standard" column and:</b>                      ___ Shows depth of understanding</p>	
ORGANIZATION & FOCUS	<p><b>In my summary I need to:</b>                      ___ Write an opening paragraph                      ___ Write information from the text in paragraph form                      ___ Use transitional words                      ___ Write a final paragraph</p>	<p><b>My summary:</b>                      ___ Begins with an opening paragraph, but it does not clearly state the main idea of the text                      ___ Has supporting information in the body paragraph(s) that is often out of order                      ___ Is not clearly connected because there are too few transition words or they are used incorrectly                      ___ Does not provide a link to the main idea/author's purpose in the final paragraph</p>	<p><b>My summary meets standard because I remembered to:</b>                      ___ Begin with an opening paragraph that clearly states the main idea of the text                      ___ Write supporting information in the body paragraph(s) in sequential order                      ___ Uses transition language (first, therefore, next, etc.) so that the summary is clearly connected                      ___ Provide, in the final paragraph, a link to the main idea/author's purpose</p>	<p><b>My summary meets all descriptors in the "meets standard" column and (includes 1 of 2):</b>                      ___ Demonstrates excellent focus through a highly organized summary                      ___ Demonstrates a sophisticated ability to transition the summary from one idea to the next</p>	
LANGUAGE CONVENTIONS	<p><b>In my summary I need to:</b>                      ___ Use complete sentences                      ___ Use a variety of sentence forms                      ___ Use correct grammar (use nouns, verbs, adjectives, adverbs, conjunctions, appositives, participial phrases, and prepositions correctly)                      ___ Use correct punctuation                      ___ Use correct capitalization                      ___ Use correct indentation and margins                      ___ Spell grade level words correctly</p>	<p><b>My summary is inconsistent in:</b>                      ___ Using complete sentences-has many fragments/run-ons                      ___ Using a variety of sentence forms                      ___ Using correct grammar (use nouns, verbs, adjectives, adverbs, conjunctions, appositives, participial phrases, and prepositions correctly)                      ___ Using correct punctuation                      ___ Using correct capitalization                      ___ Using correct indentation and margins                      ___ Spelling grade level words correctly; errors may cause distraction</p>	<p><b>My summary meets standard because the majority of the time I remembered to:</b>                      ___ Write complete sentence forms                      ___ Use a variety of sentence forms                      ___ Use correct grammar (use nouns, verbs, adjectives, adverbs, conjunctions, appositives, participial phrases, and prepositions correctly)                      ___ Use correct punctuation                      ___ Use correct capitalization                      ___ Use correct indentation and margins                      ___ Spell grade level words correctly; errors do not cause distraction</p>	<p><b>My summary meets all descriptors in "meets standard" column and (includes 1 of 3):</b>                      ___ Consistently uses a wide variety of sentence forms                      ___ Demonstrates command of language conventions                      ___ Takes risks spelling above grade level words</p>	
<p><b>TOTAL SCORE</b>    3 – 5 Below Basic    6 - 8 Basic    9 – 10 Proficient    11 – 12 Advanced</p> <p><b>A proficient essay includes: 3 of 4, and 6 of 7 descriptors *Descriptor must be met to score proficient in the area.</b></p>					