

Santee School District Summary Rubric-Grade 4

	Score 4 (skillful)	Score 3 (adequate)	Score 2 (limited)	Score 1 (ineffective)	Score
Applications	_Format: Includes title, author, and genre and catches readers' attention	_Format: Includes title, author, and genre	_Format: Missing <u>one</u> of the following; title, author, genre	_Format: Missing more than one of the former	
	_Main Idea: Clearly states and understands main idea(s) from reading	_Main Idea: States main idea from reading	_Main Idea: Does not clearly state main idea from reading	_Main Idea: None stated	
	_Details: Carefully chooses significant details from reading to demonstrate in-depth understanding of main idea	_Details: Uses simple details from reading to support main idea	_Details: Uses insignificant details from reading, may not support main idea	_Details: no details to support main idea from reading	
	_Word Usage: Uses own advanced words except for quotations from reading	_Word Usage: Uses own words except for quotations from reading	_Word Usage: Uses too many of the author's words from reading	_Word Usage: Does not use own words from reading	
Strategies	_Introduction: Includes a well organized paragraph containing a topic sentence that attracts the reader's attention	_Introduction: Includes an organized paragraph that begins with a topic sentence	_Introduction: Includes a topic sentence but main idea is unclear	_Introduction: No topic sentence	
	_Supporting Paragraph(s): Effectively includes a paragraph(s) that supports the main idea of essay and maintains excellent focus	_Supporting Paragraph: Includes at least one paragraph that supports the main idea of essay and has adequate focus	_Supporting Paragraph: Does not always support main idea of essay and/or is unfocused	_Supporting Paragraph: No support	
	_Conclusion: Provides a paragraph clearly linked to main idea and creates a feeling of closure	_Conclusion: Includes a paragraph that links to main idea and creates closure	_Conclusion: brief, not linked to main idea and/or no feeling of closure	_Conclusion: Missing	
	_Transitions: Effectively connects ideas and maintains flow throughout	_Transitions: Uses to connect ideas	_Transitions: Ineffective use or little use	_Transitions: None	
	_Vocabulary: Uses rich vocabulary	_Vocabulary: Uses some rich vocabulary	_Vocabulary: Uses simple and/or basic vocabulary	_Vocabulary: Uses only basic vocabulary	
	_Grammar: Consistent use of correct grammar (e.g. subject-verb agreement, verb tense) contains few, if any errors	_Grammar: Adequate use of proper grammar with some errors (subject-verb agreement, consistent verb tense)	_Grammar: Limited use of correct grammar, several errors, little control of verb tense	_Grammar: Little use of correct grammar, many errors, doesn't make sense	
	_Sentence Structure: effectively uses varied sentence length and word order. Writes in complete sentences	_Sentence Structure: adequately uses varied sentence length and word order. Writes in complete sentences (seldom has fragments and run-ons)	_Sentence Structure: May not use a variety of sentence structures. Uses some complete sentences (still has fragments and run-ons)	_Sentence Structure: Does not use a variety of sentence structures. Many incomplete sentences and/or run-ons	
Mechanics	_Spelling: spells correctly	_Spelling: Spells grade level words correctly most of the time	_Spelling: Several errors may distract reader	_Spelling: Many errors, mistakes distract reader	
	_Punctuation: Punctuates correctly	_Punctuation: Punctuates correctly most of the time	_Punctuation: Many punctuation errors	_Punctuation: Shows little or no understanding of basic rules	
	_Capitalization: Capitalizes correctly	_Capitalization: Capitalizes correctly most of the time	_Capitalization: Capitalizes some of the time	_Capitalization: Rarely capitalizes correctly	
	_Indentation: Consistently indents with understanding	_Indentation: Usually indents with understanding	_Indentation: May indent with understanding	_Indentation: Doesn't indent or indents without understanding	

Scorer's Initials _____

Total Score _____

11-12 exceeds standards

9-10 meets standards

6-8 approaching standards

3-5 below standards