Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period\_\_\_\_\_\_\_\_\_\_

Effective Summary Writing

The following are sample summaries from your own classmates. Use the following Summary Grading Rubric to grade each summary. For each summary, indicate why you gave them that particular score using words from the rubric itself.

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| Score: | 4 | 3 | 2 | 1 |
| Organization | The summary beginswith a clear topic sentencethat states themain idea of the originalselection; all othermajor points are statedeconomically andarranged in logicalorder; a concludingsentence effectivelybrings the summary toa close, but no detailsor reflections areadded; the writing isunified and coherentthroughout. | The summary beginswith a topic sentencethat states the mainidea of the original selection;all other majorideas are stated andarranged in a generallylogical order; a concludingsentence bringsthe summary to a close,but extraneous detailsor reflections may beadded; the progressionof ideas and informationis, for the mostpart, logical. | The summary may ormay not state the mainidea of the original selection,or it may notdo so at the beginning;it states some, but notall, major ideas and notnecessarily in a logicalorder; the summarymay lack a conclusionor include extraneousdetails or reflections;the development ofideas is not completelylogical or coherent. | The summary does notstate the main idea ofthe original selection; itstates few major ideasand does not use a logicalorder; it lacks a conclusionand includesextraneous or minordetails or reflections;the writing lacks unityand coherence. |
| Elements of Summaries | The overall purposeof the summary isclear; the summary expressesonly the mainidea and major pointsof the original selection;the writing is tailoredto the audience.Word choice is consistentlyefficient andconcise. | The purpose is generallyclear; the summaryexpresses only themain idea and mostmajor points of theoriginal selection; mostof the writing is tailoredto the audience.Word choice is fairlyconcise. | The purpose wavers;the summary does notaccurately express themain idea or mostmajor points of theoriginal selection; mostof the writing is not tailoredto the audience.Word choice is vagueor repetitive. | The purpose is unclear;the summary does notconvey the main ideaor major points of theoriginal selection;most of the writingis not tailored to theaudience. Wordchoice is confusing ormisleading. |
| Grammar, Usage, Mechanics and Spelling | There are few or noerrors in mechanics,usage, grammar, orspelling. | There are some errorsin mechanics, usage,grammar, or spelling. | There are serious errorsin mechanics, usage,grammar, or spelling. | Serious errors in mechanics,usage, grammar,or spelling makethe summary difficultto understand. |

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| Sample summary 1Scientific methods are methods to figure out phenomena and questions in the world. They begin with observations that lead to questions. Then you gather information to make a hypothesis. The hypothesis makes a theory.Score/Reason: |

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| Sample summary 2:Section 1.2 gives you the understanding of scientific methods. State the problem tells you to make an observation that will lead to questions. Gather info to measure and use accuracy and precision. To form a hypothesis, you need a possible explanation to a problem. To test the hypothesis you need evidence, experimentation to test a variable which is called a controlled experiment. Score/Reason:  |

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| Sample summary 3: In this chapter, it explains the steps to discovery and how your hypothesis will be accepted by scientists. First, state the problem/question. Then gather information and facts. After that, form a hypothesis. Then you need to test your hypothesis with evidence to support it. And that is the steps of discovery. Score/Reason: |

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| Sample summary 4:Scientists didn’t know how dinosaurs went extinct so they observed rock and found more iridium in an area suggesting there was a meteorite crashed into the earth and then experimented with sunlight. They found the meteor killed plants which killed herbivores which killed carnivores leading to the extinction of the dinosaurs. Score/Reason: |

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| Sample summary 5:There are many ways scientists do methods. The three are observation, measurements, and hypothesis. They gather a lot of information before making a conclusion. The extinction of dinosaur theory is still not complete they still don’t know what completely happened even though the meteorite impact was a cause for extinction. Score/Reason: |

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| Sample summary 6:Scientists were making hypothesis of things that happened in the dinosaur time period. Scientists need evidence in order to show their hypothesis. The extinction of the dinosaur puzzled the scientist. Scientists started making investigations to find out how exactly the dinosaurs died. The dinosaurs died because they got hit by a meteor. Score/Reason: |

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| Sample summary 7:Scientific inquiry often begins as a result of observation. Observation is using the sense of sight, touch, taste, hearing and smell to gather info about the world. Observations often lead to questioning. For more than 135 million years huge reptiles dominated the earth. Then 65 million years ago, the dinosaurs extinctinated. Depending on how well the hypothesis fits the known facts, it may be accepted as stated, altered slightly or discarded altogether. Score/Reason: |